DIARY

Minority ethnic report

There are ways of getting your own way.

I would not be surprised if Lord Swann has set a rather smart precedent in his chairing of the committee on multi-ethnic education which has recently produced its long awaited report.

Lord Swann and some members of the committee were at odds over some of the more controversial aspects such as the degree of racism in schools. The full report duly reflects the majority view. But at 800 pages and costing £24 how many teachers will read it?

They are, of course, more likely to read the 13-page summary which is being sent free to every school and was written, without the knowledge of the rest of the committee, by Lord Swann himself. The summary eschews words like racism and even the word race altogether. Indeed it bears the most startling resemblance to chapter 3 of the full report, on achievement, which was also written by Lord Swann.

My colleague Diane Spencer, who has been following the six-year-long machinations of the committee, admired the way Lord Swann stage-managed the press conference announcing the report's conclusions to describe his "personal overview".

Some members of the committee now feel rather let down by the chairman; one said: "More damage will be done by this summary than anything else."

Dinner invites for head with sauce

What happens to a comprehensive head who publicly denounces teachers in private schools as "educational prostitutes"?

The much-publicized remark was made by Brian Tyler, head of Kingswood School in Corby, Northants, during the BBC series on his school a couple of years ago.

It seems that it pays to be rude. Mr Tyler's straight talking has resulted in him being wined and dined at private schools up and down the country. However, that doesn't seem to have changed his mind.

"I don't regret the educational prostitute line," Mr Tyler says. "It was a reasonable literary image. But I do have a romantic attraction for the places, and one is envious of the resources the good ones have.

"I have been invited to a lot of public schools since the series. I find the sixth-forms polite and interested but ultimately ignorant. They keep telling me that ordinary people spend money on bingo and two cars and that's why they can't send their children to private schools."

As for Kingswood itself, it seems to have settled back into its routine as a happy and successful school after its blaze of publicity. The series wasn't wholly popular with the Corby locals, but it clearly had a following among teachers. The school now gets hundreds of applications for every job vacancy.

Brian Tyler: no regrets

And there are other side-effects of being media stars. Viewers sent the school over £2,000 for its work with the socially disadvantaged which was featured in the series. The school also received a £1,750 fee from the BBC – £250 more than the fee paid to Radley School for the series the BBC did on it. No doubt that brought a smile to Brian Tyler's lips.

Lapping up bad publicity

Is there no justice? I summoned up the full venom of my pen some months ago to deride a publication on what a teacher needs to do to get promotion (namely suck up to the head, clean the school, volunteer for non-contractual duties etc). Do the authors sue, send round the heavies, put an injunction on the paper? No, they write to thank me. Sales shot up and they became stars of local radio.

Not what I intended at all. The authors are Ron and Joyce Cave (who sound as if they should have been in that thing on the wireless years back with Ronnie Barker and June Whitfield). He is a former chief inspector for Cambridgeshire, she the senior primary adviser with the same l.e.a.

Their impressive letterhead has addresses in England and Spain.

They now have a new booklet aimed at teachers wanting to get into the advisory service. It guides them through what the job involves and the interview process (I liked the tip not to ask too detailed questions as they might make the CEO or chief inspector look stupid). The Caves still have their suspiciously sexist obsession with interviewees not dressing to look younger than they are: "Beware of the old hen trying to look like a young chicken type of criticism".

All in all, the book's terrible, horrible, appalling. I expect to see it zoom to the top of the best-sellers list.

L.e.a. Inspection And Advisory Work, by Ron and Joyce Cave, Educational Consultants, 6 Tithe Close, Gazeley, Newmarket, Suffolk. £3.50 (cheques made out to "Educational Consultants").

Feminist frolics

If Sir Keith Joseph should change his mind again, and decide to abolish the Inner London Education Authority, the ILEA leader, Frances Morrell, could embark on a new career as an actor-manager.

Mrs Morrell showed a hitherto unrevealed talent at the weekend as producer, director, scriptwriter-in-chief and cast member of an extremely funny feminist revue to raise money for a group trying to get more women MPs.

The revue, which played to a full-house at an Islington theatre, contained several of the Labour Party's prominent female personalities, including SOGAT general secretary Brenda Dean and MP Harriet Harman. The audience was liberally sprinkled with the butts of the jokes, such as GLC leader Ken Livingstone and NUPE deputy general secretary Tom Sawyer. They all had to listen shamefaced as their words of unwisdom, eg Mr Sawyer, "Feminists should be sexy," were read out.

Mr Livingstone, shaken but not stirred after the GLC's rate capping debacle, nobly managed to laugh at Mrs Morrell's revamping of the *High Noon* anthem into "Do not forsake me, oh my comrade on this our bridge day", with the memorable line, "I do not know what rate awaits me".

All dressed up . . . Frances Morrell

Picture: Andrew Wood

Labour leader Neil Kinnock was invited to the show, but was unable to attend. His alleged lack of sympathy with the party's feminists was parodied on stage by one of the cast, I thought would look this fact to his press relations officer, Patricia Hewitt, was! I discovered that the person doing the parodying was the self-same Patricia Hewitt.

David Lister

Lord Hailsham

Enoch knocking

Mrs Thatcher held teachers responsible for the violence of Millwall's soccer fans. The Lord Chancellor, Lord Hailsham, goes one better. In the Edward Boyle memorial lecture that he delivered last week he held the education system partly responsible not only for football hooliganism but also for drug-taking, soft and hard porn, the naked contempt for lawful authority and even "premature or bizarre forms of sex," . . . quite a lot to fit on to the timetable.

But Lord Hailsham reserved his real venom, not for the nation's teachers, but for his one-time Cabinet colleague Enoch Powell whose recent speech on education criticizing the present Government was reprinted in *The TES*.

Lord Hailsham described Mr Powell's words as "vacuous", wondered if he had "taken leave of his senses" and concluded that he was "talking the nonsense of nephalococcygia rather than practical politics or true political philosophy." Mr Powell cannot sue for libel. No jury would know what nephalococcygia means.

NOTICEBOARD

PEOPLE...

Mr Kenneth Milne, head of Burscough Lordsgate Township CE primary school, to be head of Norwood Road primary school, Southport.

Mr Nigel Johnson, housemaster at Loughborough grammar school to be master of Brandeston Hall, Framlingham College junior school, from September.

Mr K Bawtree, head of Kingsmead School, Hoylake, to be head of Great Walstead School, Lindsfield, on the retirement of Mr Gordon Parke.

Professor Robert Pinker, professor of Social Work Studies at the London School of Economics, to be Pro-Director of the school for three years in succession to Professor Michael Wise, who retires from the post in September.

Mr Norman Willis to be a vice-president of the Institute of Manpower Studies.

Mr David Howells to succeed Mr Ron Stephenson as chief executive of the Skillcentre Training Agency, Manpower Services Commission.

CONFERENCES...

April 9–12
Incorporated Society of Musicians conference at the Royal Academy of Music, London, includes sessions on early music in the classroom, the changing role of the instrumental teacher, music and disabled people and orchestral training. Details ISM, 10 Stratford Place, London W1N 9AE.

April 12–14
"The Experience of Learning" an international conference to be held at the University of Loughborough on the curriculum. Speakers include Professor Elliott Eisner, Professor David Jenkins and Mrs Rosemary Peacocke. Details from Kerren Simmonds, Registrar, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, West Sussex PO21 1HR.

April 14–17
Further Education Staff College's study conference on BTEC development – monitoring quality, at Coombe Lodge. College principals, vice-principals, college coordinators of BTEC work, l.e.a. officers and advisers are invited to apply. Fee £60. Details from the Registrar, FESC, Coombe Lodge, Blagdon, Bristol BS18 6RG.

April 24
A Sense of Vocation a conference to examine the strategies leading to successful vocational education 14–19 at Robert Hyde House, 48 Bryanston Square, London W1H 7LN. Speakers include Jack Mansell and Lord Young. Fee £51.75 including lunch. Details from Louise Brokensha, Education for Industrial Society at the above address.

April 27
East Midlands CSCS conference on Education for Capability at Sinfin Community School, Derby.

April 12–14
Sixth form college libraries group meeting at Manchester Polytechnic Library School includes reports on school libraries and the curriculum and self-supported study and its implications for the library. Details from the chairman, Peter Garland, Farnham College, Morley Road, Farnham, Surrey GU9 8LU.

April 19
A meeting to agree the constitution of the proposed Post-16 Network to be set up by the City of Sheffield Education Department at Birmingham College of Food and Domestic Arts. Details from Mick Farley, Education Department, PO Box 67, Leopold Street, Sheffield S1 1RJ.

COURSES...

From April 18
Training in Group Work: a course of 10 evening sessions and two non-residential weekends for teachers, supervisors, youth workers, clergy and personnel managers, at Whitelands College, Putney. Details from Christopher Jarman, RICE Office, Digby Stuart College, Roehampton Lane, London SW15 5PH.

June 17–19
Staff working with physically handicapped people are offered a non-residential course in personal relationships and sexuality. Details from the Education Unit, The Family Planning Association, 27–35 Mortimer Street, London W1N 7RJ.

July 9–12
Historical Association refresher course for history teachers of fifth and sixth forms at St Chad's College, Durham. Details from Professor G Batho, School of Education, University of Durham, Leazes Road, Durham DH1 1TA.

EVENTS...

April 4, 9 and 11
Activities for children aged 7 to 13 at the Cecil Higgins Art Gallery, Castle Close, Bedford. Details from Miss Halina Grubert, the curator, on 0234 211222.

April 12
Sixth form college libraries group meeting at Manchester Polytechnic Library School includes reports on school libraries and the curriculum and self-supported study and its implications for the library. Details from the chairman, Peter Garland, Farnham College, Morley Road, Farnham, Surrey GU9 8LU.

April 19
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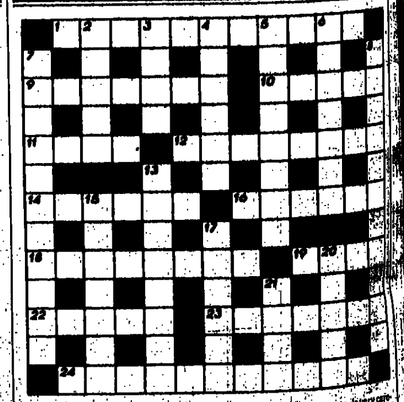
PUBLICATIONS...

Commonwealth Secretariat Education of Out-of-School Children contains eight case studies of selected non-formal learning programmes in India, Sri Lanka and Bangladesh. It is available from Commonwealth Secretariat Publications, Marlborough House, London SW1Y 5HX, price £2.

No196 CROSSWORD by Rufus



Across

1 Not a single mistake by a serviceman (6, 5)
9 Radio maker sound (as of them) (7)
10 Animal comes from Asia and is taken in by father (5)
11 I'd turn about with calamitous consequences (4)
12 The area isn't developed well (8)
14 Plaud form of dental (6)
16 Perhaps gifted young scholars may be told not to! (6)
18 One type of clue used in the French game (8)
19 Pre-Sabbatical period (4)
22 Captured rabbit on artist from France (5)
23 Noise or disturbance can be wearing (7)
24 Hunter's hat (11)

Down

2 Bid for a chest without a top (5)
3 He wrote music for half the band and part of the orchestra (4)
4 Possibly run and see to make curtain (6)
5 Sweet disorder in the bed (5, 3)
6 School of medical practice (7)
7 It throws light on what has been written (7, 4)
8 Father in making waggish history pay a bit (11)
13 He writes grisly about drink (8)
15 The sweet smell of anger? (7)
17 Maintain a lock up (6)
20 She's round and full of energy (5)
21 Hard work can get very much over-done out (4)

Solution to puzzle on page 195

THE TIMES Educational Supplement

FRIDAY APRIL 5 1985 NUMBER 3568 FIRST PUBLISHED 1910 PRICE 55p

Vocational course jungle to be cleared

by Biddy Passmore

A complete overhaul of vocational qualifications for 14 to 18-year-olds is a key proposal of the White Paper on provision for that age group, published yesterday.

The Manpower Services Commission is to set up a working group to turn the existing jungle of courses into a coherent structure, allowing young people to progress from one stage to the next – and providing an alternative route to higher education and professional qualifications.

But its first concern will be to develop the "recognized vocational qualification" which young people are to receive on completing two years on the new, expanded Youth Training Scheme. (A two-year YTS, announced in the Budget, is the White Paper's other main proposal.)

Ambitious proposals will be submitted within a year and employment ministers in September and the final report, with an agreed timetable, must be completed within a year.

The White Paper, which was masterminded by Lord Young of Graffham, head of the Prime Minister's Enterprise Unit, is based on the recommendations of a group he chaired. But it was also signed by Sir Keith Joseph, the Education Secretary, and the Scottish, Welsh, Trade and Industry and Employment Secretaries.

The White Paper stresses Britain's poor record on vocational education and training compared with our chief industrial competitors such as the USA, Japan and West Germany.

In other countries, it points out, employers contribute a much bigger share of training and young people are treated as learners, at least until the age of 18.

The UK must produce a very much larger flow of qualified young workers to meet the employment needs of existing and new technologies, it concludes. The Government's target should be that all young people enter the labour market with a qualification – either general or work-related – relevant to employment.

The White Paper contains a more cautious pledge on the expansion of YTS than the unconditional guarantee of places apparently given by Mr Nigel Lawson, the Chancellor of the Exchequer.

When the new scheme starts in April next year, it says, the initial guarantee will still be only to provide one-year places for all 16-year-olds and as many places as possible for other 16 and 17-year-olds "within the resources available".

The target will be to guarantee "in due course" the offer of a two-year place for all 16-year-olds and a one-year place for all 17-year-olds.

The head will see you now: Sir Keith Joseph during a visit to Ad Astra first school in Poole, Dorset, last Friday. During his tour, county education officer Peter Gelding told the Education Secretary that two brick bungalows built to accommodate extra pupils were expected to be turned into homes for the elderly when rolls fall in the 1990s. "Sir Keith thought it a marvellous arrangement and very sensible," said Mr Gelding.

The tics that can signal an explosion

by Mike Durham

Researchers into teachers' stress are puzzled by their discovery that women seem especially liable to nervous tics, imaginary heart palpitations and a numbness in the hands and feet.

Mr Chris Kyriacou, a lecturer at York University, and Mr John Pratt, formerly of Sheffield Polytechnic, sent a questionnaire on stress to 127 teachers in schools in the North of England.

They matched the teachers' ratings of the stress they suffered over three days on a scale of one to six, with the teachers' own assessment of their mental health in separate categories of clinical neurosis.

Teachers who suffered from stress most often said they were unable to relax after work, felt tense, were emotionally and physically drained, and could not sleep. Nine of the teachers were being treated for stress-related illness.

Overall, in comparison with other people of the same age and sex, teachers are no more likely to suffer from neurosis, the researchers report in the *British Journal of Educational Psychology*.

But those that did scored high in three categories: somatic types, suffering from stress-induced physical illness such as stomach aches, ulcers, or indigestion; anxious types, prone to worry unnecessarily; and depressive types.

Mr Kyriacou says that since he began studying the subject in 1976 more and more teachers have started consulting their doctors with stress-related illnesses.

Value of A levels doubted

by Diane Spencer

A criterion referencing system for language degrees along the lines of the 16 plus is being considered by the Nuffield inquiry into language learning in further and higher education, its director, Miss Sheila Browne, told the Joint Council of Language Associations conference in Bradford this week.

"We have to tangle with the definition of what is degree-worthy in a language as we really do not know what is considered essential to a higher certificate in Spanish, Italian or whatever. And we must consider whether a language degree honours the purpose of higher education."

In the course of its evidence gathering, the inquiry had been told that students starting a language from scratch at college or university were indistinguishable in attainment by their second term from those with an 'A' level. "There is something not quite right if A levels fail to give students a flying start," she added.

Conference report page 4

Labour l.e.a.s may escape strikes

by David Lister and Richard Garner

The National Union of Teachers is set to enter into an agreement with Labour-controlled l.e.a.s to exempt them from industrial action next term.

This course of action seemed likely to be put to a meeting of the union's executive following the revelations in last week's *TES* of private meetings between NUT leaders and Labour politicians.

The strategy is then likely to be presented to the NUT conference on Saturday afternoon for ratification.

In return, Labour authorities will have to make a declaration urging that the demand for arbitration be dropped, and pay negotiations reviewed immediately.

The Labour authorities are themselves split on the issue, but many, including those controlled by leading Labour members of the management panel, are likely to make the declaration.

Hopes of a settlement in the teachers' pay dispute, which flickered briefly last week, were swiftly dowsed by news of a Government scheme to introduce merit pay next year.

Teacher unions reacted with predictable anger to reports that Cabinet ministers would consider proposals to give extra money to outstanding teachers, and those in maths, physics and computers subjects with staff shortages.

The scheme, endorsed by Sir Keith Joseph, the Education Secretary and Mr George Younger, the Scottish Secretary, would mean abandoning current efforts to negotiate a complete restructuring of teachers' salaries, at an estimated cost of another 7½ per cent on the pay bill, for merit payments costing an extra £100m (2½ per cent).

Mr Fred Jarvis, general secretary of the National Union of Teachers, said Sir Keith's latest idea was "even more likely to infuriate teachers" than anything he had said before.

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said the scheme would torpedo any chance of a long-term solution to school pay problems.

Leaders of the management side said they knew nothing of the plan. One difficulty with the scheme would be that l.e.a.s would face heavy financial penalties unless their targets were increased as well as the rate support grant. And it would be illegal to pay the teachers the money unless a settlement had been agreed in the Burnham committee.

The only way the second obstacle could be overcome would be by separate legislation.

Mr Fred Smithies, general secretary of the NAS/UWT, made it clear this week that the dispute could best be solved by arbitration, if the employers moved from their 4 per cent offer.

● The union which represents Her Majesty's Inspectors is urging them to vote "no" in a secret ballot over the Government's plans to introduce a system of merit payments of at least £500 a year.

The First Division Association, which is organizing the ballot, is hoping the results can be used to persuade the DES to press for the inspectors to be exempted from the scheme.

According to the association, its 400 HMI members would find the proposals disturbing and feel any merit payment plan could be used to reward any who toe the Government line rather than provide unbiased information.

The association said it did not know when the results would be known as it was relying on the post for the ballot.

The Government has announced it intends to earmark £12 million over the next year for its "performance bonus" scheme throughout the civil service. Up to 650 top civil servants at the DES – including the HMIs – could be eligible.

The Government intends to limit the scheme to 20 per cent of those eligible for the bonuses – so, in the case of the DES, 130 officials could receive them. It has said no individual annual bonus payment should be less than £500 a year – although special single lump sum payments amounting to less can be paid at the discretion of the departmental head.

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TIMES PAST
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Lord Young's blueprint

Lord Young's White Paper on education and training bears the hallmarks of the mint from which it has come. It is a bit flashy. There are some grand statements of conviction together with important expressions of hope that British employers will see the light. It is shot through with a sense of urgency, linked to the mountain of evidence that Britain's major trading competitors all take industrial training and vocational education a great deal more seriously than we do.

The fact that this evidence has been around for so long, and industry's dereliction of duty is so long-established, has not diminished the Government's determination to rely heavily on industry's own response: while spending on education and training is to be maintained, it is voluntary spending by industry which is expected to increase.

The main outline of the White Paper is formed by a series of policy decisions which have already been made public – including the budget announcements about the extension of the YTS to two years. There are, however, important details about the nature of the Government's commitment both to the full implementation of a two-year youth guarantee – at some future date but not yet – and to the measures needed to ensure the high quality in education and training on which its credibility will depend.

Mr Bryan Nicholson, Lord Young's successor as chairman of the Manpower Services Commission, has made it clear that he cannot at this stage guarantee that a full two-year scheme can be erected within the financial limits laid down by the Chancellor of the Exchequer.

As usual, the Commission is being given an impossible schedule. This time, Mr Nicholson says "we are not prepared to sacrifice quality for speed". The £125 million for next year and £300 million for 1987 which is budgeted for the cost of extending YTS, may prove to be quite inadequate to perform the task: everything will depend on the employers' response. The White Paper's fine print shows that these doubts have been accommodated within a form of words which is careful not to promise too much.

But having raised expectations, it would be a mistake to suppose that weasel words will avert disappointment.

If the Government wants to make the YTS a permanent, integrated, component in a balanced system of education and training for all young people up to the age of 18 – as it says it does – the scheme has to shed the charcteristics of temporary, unemployment-based phenomenon. Hence the importance of the review of FE qualifications which is to be undertaken by working group – set up by the MSC, note – which will seek, yet again, to rationalize the examinations and, presumably, look at the criticisms voiced this week by Mr Jack Mansell of the FEU (page 11).

The determination that, by 18, every entrant into employment – from full-time education, or from the YTS – should have a recognized qualification is reaffirmed in the White Paper. Assessment in some form or other is going to be of cardinal importance, both as a form of quality control, and as a method of controlling the content of the education and training on offer. This is where some of the biggest battles of the next 12 months are going to be fought out.

And no one should suppose the implications of this will be confined to FE and the YTS: the harmonization of what happens before and after 16 will be a prime objective. Can this be achieved without the recreation of "technical" and "modern" streams from 14 onwards? The future of the comprehensive school will depend on how the question is answered.

Second opinion

Overkill no answer to racism

The emergence at long last of the Swann Report has exposed more uncomfortably than ever the raw nerve at the centre of the race relations industry. There have always been differences of opinion over the education of black children. Now an unseemly and bitter quarrel threatens to undo the progress that has already been made.

A fundamental issue of ends and means is at stake. The multicultural creed of cultural diversity (discussed last week in *The TES* by Professor Parekh) is widely accepted. But increasingly, it gives ground to a new and altogether more alarming doctrine, known in the trade as anti-racism.

Anti-racism proclaims itself to be a purer, more fundamental and more effective means of eradicating racial disadvantage. But its methods are so uncompromising and its polarization of the issues so brutal that it is likely to do more harm than good.

The new creed is a grand, universal theory with very little bearing on the hard facts of life in the classroom. It is structuralist and essentially Marxist, calling for a revolution in both institutional patterns and personal attitudes to tear out racism by the roots.

It starts from the sweeping assumption that British schools, and by implication most teachers, are somehow inherently racist. Schools, after all, are part of a white-dominated education system in a white-dominated society. However well-intentioned a teacher, he cannot escape his social conditioning.

In many parts of the country teachers are being urged to attend re-education courses ("racism awareness classes") to purge them of their covertly racist attitudes. More and more LEAs have appointed advisers, whose main qualification in most cases is political activism, to draw up policy documents and statements of intent which will be duly endorsed and filed away.

All this activity may be worthy, but is it achieving the right results? Most teachers, of course, will find the charge that they are somehow guilty of racism both damaging and offensive. One London head called it "deeply insulting to the entire teaching profession".

If this is how anti-racists expect to win friends in the staffroom, they are mistaken. The vast majority of teachers – fair-dealing, professional people who would never dream of discriminating on racial grounds – are being alienated from what they see as an essentially political cause.

One observer commented: "Anti-racism, is not education at all. It is propaganda." Another has cynically proposed a new universal law: "The incidence of alleged racism in any society will vary in direct proportion to the number of people handsomely paid to find it."

The ground of the argument has thus shifted, with potentially disastrous results for race relations. Instead of pulling together towards a common aim – a society free from racism – the race relations industry is tearing itself apart in a bitter and damaging dispute over means. Attitudes are becoming polarized, and black pupils risk being set even further apart from their white class-mates.

But the most alarming aspect of this new creed is that it brooks no criticism. By definition, those who are not for anti-racism are against it – and therefore racist. Teachers will have little difficulty in seeing through this kind of intellectual dishonesty.

But it is still being purveyed. One former teacher now working on anti-racism for the ILEA refused to be interviewed about her views for a balanced article, on the grounds that to give equal space to "the opposition" was unacceptable: it would not "balance the cause". If this is the level of the argument, anti-racism is not only insulting, but dangerous.

Mike Thomas

COMMENT

Plan or perish

The Jarratt Report on efficiency in universities (page 3) is a blueprint designed to prevent a recurrence of the chaos created by the University Grants Committee's 1981 cuts. It deserves to be read by those at whom it is primarily directed in the clear and certain understanding that what it proposes is for their own good, however unpalatable some of the recommendations might be.

As cogently presented by Sir Alex Jarratt, the central thrust of the report which the Committee of Vice-Chancellors and Principals commissioned, rests on the premise that the universities were so unprepared for retrenchment in 1981, and so structurally ill-equipped to make swift decisions, that they were unable to be as selective as they should have been and will have to be in future. And faced with harsh unexpected cuts, "tenure lay like a log across the railway line" and, of course, still does.

The assumption is that they are going to have to fight for their share of public money whatever government is in power, and that if standards of teaching and research are to be upheld, it will be very much in the interests of the individual institution to set out its objectives and priorities some years ahead. Then it can make and adapt plans in relation to the rest of the system, and set up a clear management structure to implement them more surely than the present complex, historic and impenetrable committee structure.

It is right to be sceptical about the sort of business efficiency-speak that calls for chief executive-style vice-chancellors, performance indicators, and regular staff appraisal, when no one has much assurance that the Government will pay attention to its share of the Jarratt exhortations against policy-making on the hoof.

Some would even argue that the calcified layers of academic non-management have been carefully created over the years by some of the best brains in the country expressly to protect academic freedom by preventing any decisions being taken. Why not just sit tight and wait to see whether the Government at least takes on board the recommendation to reappraise the UGC, which was also constructed in other days for different purposes?

Jarratt supplies firm answers to such doubts. The greater the uncertainty outside, the more essential it is for a university's own survival to be clear enough where it wants to go, so that it can argue its case effectively with UGC or government, and sufficiently in control to carry out exactly what it wants to do.

A university does not owe it only to itself to think about long-term direction and balance. Decisions made now will affect 14- and 15-year-olds currently making their subject choice in the schools.

Sir Alex Jarratt

Whisper who dares

When reports, however, circumstantial, suggest that the Secretary of State is on the point of going to his Cabinet colleagues with his own proposals for teachers' salaries, and that these involve distributing a sum worth 2.5 per cent of the salary bill on merit payments and additional payments for shortage-subject teachers, it is well to be wary and reserve judgement till something more definitive is revealed.

It would, however, be good news if some sort of an initiative is being discussed in Elizabeth House, even if the circumstances are obscure and the links between Sir Keith's newly discovered pot of gold (if it exists) and the Burnham Committee are clothed in a no doubt intentional mystery at this stage.

At the same time there have been hints that the NUT is treating the paper which ACAS has drawn up on the basis of separate discussions with the teachers and the employers with conspicuous care, anxious not to be accused once again of the precipitate rejection of any possible avenue of forward movement. And 10 days from now the Secretary of State's representatives are due to meet the teachers to follow up the January meeting at which Sir Keith Joseph and the NUT decided to try to establish some common ground on appraisal.

Several quite separate strands seem to have become intertwined. First, there is the hoary old question of the shortage of teachers in certain subjects and the anecdotal evidence which suggests that it is becoming noticeably harder to attract and retain teachers in these vital fields. It may well be that Sir Keith believes that, if the labour market for these people has become more active (and that teaching is failing to recruit its share at present prices), there should be an orthodox market response in the form of higher salaries for these specialists. There would then remain the question of how to distribute a "shortage subject" bonus in the most economical way, while somehow managing to persuade the teachers, with their highly developed sense of collegial equity, that this was fair and reasonable. The Cockcroft report suggested a number of ways in which the financial rewards for teaching could be marginally improved – as, for instance, by increasing the discretionary powers of LEAs to create additional scale posts – but the Government's failure to take these up reflects the difficulties which any plan would entail.

Of course, the present Government may not care what other teachers think: it may believe it can just march in and tell them and their employers to take it or leave it. But if the local authorities, as employers, do not care about the views of sensible middle-of-the-road teachers, many of whom will have strong anxieties about the effect of new differentials on staffroom morale, and no doubt this has been pointed out forcibly to the Secretary of State.

As to an appraisal-based scheme of merit payments, with all the controversial elements any such scheme would incorporate, this could hardly be imposed at short notice against the wishes of the teachers and without a deal in Burnham. But the latest garbled reports may reflect Sir Keith's urgent desire to enable the ESG grants for action research on appraisal to go ahead.

Time to be radical

Ministers spent the day before April 1 at Chequers going over plans for the reform of local government finance. The key proposal is the new window tax. Mrs Thatcher sees the revival of this form of taxation as a dramatic restatement of pre-Victorian fiscal values which will drag local government kicking and screaming into the 18th century. It will also encourage energy saving and the growing of mushrooms in living rooms.

The police believe that if people board up their windows to escape the tax this would help in the fight against house-breaking and the tax has found an unexpected ally in the Chancellor of the Exchequer who thinks that factories without windows would be the ideal environment for sweated labour. Other ministers favour a poll tax, believing that general and local elections have been exempt from VAT for too long.

... no comment

"Subjects for the fourth and fifth years: a. English; b. maths; c. social studies; d. physical education. In the fifth year this can be community work or possibly typing."

Extract from notes for guidance about option choices at a north London girls' comprehensive school.

NEWS

Slide before a fall . . . Martin Zolkiewicz, aged 5, from Carbis Bay, Cornwall, takes a tumble during the Cornwall Schools Ski Association's Artificial Ski Slope Championships at Barton, Torquay, last Saturday. About 120 pupils from 14 schools took part.

Universities told to act urgently on efficiency

by Biddy Passmore

Universities must streamline their management and draw up their own strategic plans quickly if they are not to have plans thrust upon them, the Jarratt committee on university efficiency said this week.

The committee's report, which was prepared for university vice-chancellors but prompted and funded by the Government, predicts that money will be scarce for the foreseeable future. It says universities should cut down their bureaucratic decision-making by ending committees and make themselves more efficient so that they are better placed to make hard choices.

Launching the report on Monday, Sir Alex Jarratt, chairman of Reed International and chancellor of Birmingham University, said of the 1981 cuts: "Universities were not given the opportunity to think ahead, nor did they have the planning structure to enable them afterwards to behave as selectively as we think they should have done". They had therefore cut pro rata.

Even if universities knew where they wanted to go, he added, very few of them had the clear command structure to enable them to get there.

The inquiry, based on case studies of six universities – Edinburgh, Loughborough, Nottingham, Sheffield and University College London – recommends that each university draw up its objectives and a rolling plan of how to reach them.

The vice-chancellor should be the university's chief executive and should chair a planning and resources committee "of strictly limited size", which would bring together financial and academic decisions. This committee would allocate resources to appropriate budgeting centres.

Academic staff should be regularly appraised, it says, but Sir Alex emphasized on Monday that this should have nothing to do with pay.

Each university should report to the University Grants Committee within a year on the action it has taken and the UGC should take its progress into account when allocating grants.

In a section which implies strong criticism of the UGC, which universities are said to regard as "a tool of the Department of Education", the report proposes that the committee should make known its own views about the future of higher education – especially in the absence of a Government lead – and keep in closer touch with individual universities.

It also calls for longer funding horizons and remarks: "Government should avoid thrusting crises on universities by sudden short-term changes of course".

Tory students' behaviour angers party leadership

by David Jobbins

Tory Party leaders this week took a tough line with students involved in acts of vandalism and intimidation of moderate delegates during the Federation of Conservative Students' conference.

Mr John Selwyn Gummer, the Conservative chairman, announced that the party would be suspending all payments to the FCS pending a report on the events at the Loughborough University conference to the general purposes committee of the Conservative National Union on June 12.

University cleaners refused to clear up the mess left after a late-night party for Scottish delegates at which more than 700 cans of beer were allegedly available. The block where delegates were staying was said to be littered with cigarette ends and empty beer cans, while showers were smeared with excrement. One doorlock was broken.

Delegates from the Oxford University Conservative Association claimed their rooms had been attacked by right-wingers seeking out supporters of the Conservative Student Unionists and Young Conservatives, while shouting "kill the Wets".

Mr Marc Henri Glendening, outgoing chairman of FCS, dissociated the organization's national committee from the action of the minority of delegates responsible for the trouble.

Despite pleas for tolerance, CSU delegates were frequently barracked and the conference confirmed overwhelmingly the organization's earlier decision to abolish the post of life patron, currently held by former Prime Minister Mr Edward Heath. One delegate, Mr Douglas Smith, a student at Napier College, called for the removal of "this scurrilous little man". – *THES*

Deputies short of time – SHA

Deputy headteachers should be released from teaching in secondary schools for at least 50 per cent of the teaching week, says a discussion paper published by the 4,500-strong Secondary Heads Association.

In the paper, "The managerial and salary status of deputy heads in secondary schools", the SHA says: "It is hard to see how deputies can discharge their management responsibility when they are in the classroom for 50 per cent of the teaching week, which is surprisingly common."

It says some teaching time has its advantages, but adds: "In some cases, particularly in larger schools, it is impractical for deputies to teach at all during the day."

Roseveare dies

Sir Martin Roseveare, Senior Chief Inspector at the Ministry of Education from 1944 to 1957, died last week in Mzuzu, Malawi at the age of 86. A brilliant mathematician, he served in the Ministry of Food during the War and devised the "points" system used to ration many commodities.

Parents sit in class to stop 'victimization'

Parents came to school and sat in classrooms to ensure their children were not victimized by teachers, a local union branch said this week, *Bert Lodge writes.*

The National Union of Teachers is considering legal proceedings against the parents' action committee of Drummond Middle School, Bradford, whose headmaster Mr Ray Honeyford is at the centre of a race relations row.

The fallows allegations about the way staff, or pupils about half are NUT members, received, some 200 pupils when they returned to school last month after spending a week in an alternative school set up by the parents' group.

The "school", established in the Pakistan Community Centre, was the latest demonstration in a series of protests which began almost a year ago by the parents' action committee after Mr Honeyford wrote an article critical of some of the race relations policies.

Despite the intolerance of the race relations lobby, and spoke of a practice among some Asian parents of taking their children out of school in term time for visits to Pakistan.

The chairman of the committee, Miss Jenny Woodward, said: "We understood from children who attended the alternative school that some members of staff threatened them for taking part."

Despite supervisory measures introduced last October by the education authority to ensure closer liaison between Mr Honeyford and the local community, the parents' action group has maintained its campaign to have him moved from the school, where nearly 90 per cent of the pupils are Asian.

The Bradford NUT association said this week: "Allegations made to the media by a representative of the parents' action committee that teachers threatened children attending the 'alternative school' with physical abuse have been neither substantiated nor withdrawn."

Mr Ian Murray, Bradford NUT secretary, said: "The problem for the staff remains that serious allegations made in public have not been withdrawn."

Mr Honeyford, whose own union, the National Association of Head Teachers, has threatened the council with legal action if they attempt to dismiss him, this week denied suggestions in a national newspaper that the campaign against him and the authority's lack of support for him, had reduced him to despair.

APU finds huge surge in primary science teaching

by Sarah Bayliss

Statistics from the Assessment of Performance Unit indicate a dramatic increase in science teaching in primary schools over the past three years.

Giving evidence to the Commons Select Committee on education, Mr Arthur Clegg, an HMI staff inspector and professional head of the APU, said a new survey of 15,000 11-year-olds had shown that primary schools had doubled their science teaching and that 97 per cent were now including the subject.

Ninety-one per cent had science as a planned component which took about 5 per cent of curriculum time.

Three years ago only 50 per cent of 11-year-olds were getting some science teaching before transferring to secondary school.

Mr Clegg, who has a science background himself with a long career in science teaching and inspection, said later that the schools had taken heed of public and political pressure including the DES and HMI consultative documents on science published three years ago.

In the light of the most recent DES policy statement on science – which said every primary teacher must offer some science – and of the White Paper *Better Schools*, Mr Clegg hoped schools would look closely at the 5 per cent of time which they appeared to allocate, and at the kind of science they were tackling.

Asked about the dissemination of the APU's findings and their impact on in-service training, Mr Nicholas Summers, DES under-secretary with responsibility for the APU, said its influence was greater on teachers than ever before, especially since Sir Keith Joseph, the Education Secretary, had initiated a system of APU booklets for classroom teachers.

Mr Clegg said he had spoken to 5,000 heads in recent years and that in the past few weeks the APU had held one-day seminars for 51 tutors responsible for in-service training in mathematics, and all 26 tutors responsible for science. They were particularly keen to know how to test children by means other than written tests. They had been shown a special kit on testing without writing, and videos of children learning maths and science.

Miss Jean Dawson, assistant secretary and administrative head of the APU, said she believed the local authorities' advisory service found APU's national conferences and materials "extraordinarily valuable".

Primary, page 6

Eton goes boating underwater

by Bert Lodge

Three Eton schoolboys have been awarded £1,000 to help them build an underwater exploration craft as part of their A level design studies. The grant comes from the Challenge to Youth scheme, which has been run for several years by BP Oil to encourage original design and manufacture among school students.

Tim King, Adam Hely-Hutchinson and Charles Lunt, all members of the lower sixth, will visit the Royal Naval submarine museum at Gosport and also take instruction in scuba-diving as part of the design and testing preparations. The project will be supervised by Mr Howard Orme, master in charge of craft, design and technology, and be submitted for the boys' A level examinations in 1986.

The submission was accepted under the "open challenge" section of the BP scheme which allows the company to back individual projects. Normally the Challenge to Youth is an open knock-out competition run on regional lines with the awards going to outright winners.

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PLATFORM

Is another Houghton the answer?

The search for effective solutions to the teachers' dispute must look behind and beyond the present deadlock. Maurice Peston looks for an answer linking pay with responsibility.

What I want to do in this article is to consider the question of teachers' pay in general terms: that is, in terms of first principles rather than the tactical requirements of the moment. This may be irrelevant to the present crisis, but at some time or other it will be necessary to take a broader perspective within which a longer term approach can be allowed to emerge.

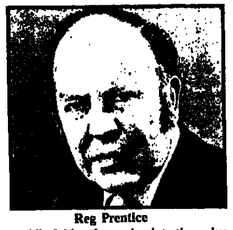
One way of achieving this may be to appoint a committee of inquiry harking back to Houghton and all that, but it is not the only way. An alternative would be for the employers and teachers to set up a joint committee under an independent chairman to investigate these matters. Another possibility would be for a Select Committee of the House of Commons to study the subject. It is even conceivable that the Secretary of State himself might take the lead and call for a conference to thrash out the issues.

The trouble with the last as well as with other possibilities is that it is difficult in practice to divorce legitimate claims for higher real incomes now from the establishment of a procedure applicable to the future. The two are, anyway, interconnected since it makes good sense to offer a sweetener in the present to encourage a rational response in the future.

Having said that, what kind of general considerations should be taken into account? Let us start with the obviously economic. The Government is pursuing a public sector incomes policy as part of its anti-inflationary strategy, and in order to reduce public expenditure. The policy was introduced *ad hoc* to bolster the failings of the naive monetarism on which the Government was elected in 1979, and it has been preserved in a rough and ready fashion. The reason for that is purely symbolic. A more sophisticated approach would involve the explicit acceptance of theoretical and practical economic failure, and a recognition that mainstream economics was back in the saddle.

For those who are unaware of this, I should add that there is no necessary connection between Keynesianism and public expenditure. Equally, monetarism as an economic doctrine does not in itself involve attacks on public sector pay. I make this point for

Lord Houghton



Reg Prentice

two reasons. If the Government suddenly announced that it realized the error of its ways on monetarism, this would not necessarily cause it to ease off on teachers' pay. Equally, it is hard to believe that any alternative government would be able to abandon a public sector incomes policy without dire consequences for inflation.

The first principle, therefore, is that if there is to be a public sector incomes policy it must have a rational foundation, and adjust itself to circumstances. One of those circumstances is, we are told, the ease with which teachers may be recruited. There are, however, two additional considerations that must be added to that. Ease of recruitment in conditions of widespread unemployment is much less compelling a contention than it would be at full employment or if the Government were pursuing a vigorous employment policy. The second and related point is that it is a mistake to go for short-term real wage cuts if there are long-run disadvantages that follow.

The social costs of an attack on teachers' salaries are obvious. One is that the quality of long-run recruitment will decline. In this connection, it is worth remarking that it is much easier to destroy careers and the esteem in which they are held than to build them up again.

A second is that performance is not independent of remuneration. I am not suggesting that teachers will consciously adjust what they do downwards to correspond to what they are paid. Even if they wanted to, their intrinsic professionalism will get in the way. The process will be rather more insidious, but we will still end up with the quality of education that we are willing to pay for.

On pay itself there is the obvious point that what matters is the lifetime career pattern and not merely what is received in one particular year. The pay structure must achieve at least two objectives. One is to recruit and retain teachers of the desired quality in general. A second is to attract and keep so-called high-flyers who will take more senior positions and offer the leadership throughout the system which is so sorely needed. Since teachers are a fairly heterogenous group, the two objectives are not always compatible with each other. The conflict has always been there to see between those who expected to stay on the lower rungs of the ladder and want pay increases to be located there, and those who anticipate advancing further.

The age earnings profile is also important in explaining the present crisis. In an education system which is set to contract, there is much less room for promotion. Teachers suffer not merely because their real wages are cut at present, but also because their hopes of moving forward are considerably diminished.

To all that must be added the deterioration in working environment. In part there is the obvious decline in physical conditions, not least to do with the provision of books and equipment being less than necessary. But there is also the broader problem that the job seems to have got harder, especially at the secondary level in the inner cities. And matters are not improved by the ignorant attacks to which the teachers are subject.

All of this takes us back to the value of education itself. Ultimately pay and conditions, and the quality of the teaching force being aimed at, depend on the worth of education as seen by those who receive it and those who finance it. Here again we have the usual paradoxes. For the individual everything that goes wrong may be blamed on his teachers, but everything that goes right is credited to him.

At the level of society, it is more usual to emphasize the power of education for good or ill. Much that is wrong with our labour force and, indeed, the economy as a whole, is blamed on the schools. Equally, it is also now suggested by the present Government that change in the schools will have strongly beneficial effects. My own judgement is that this is to exaggerate the importance of education both ways. (It may also be criticized on the grounds that it takes too much for granted an instrumentalist approach, attaching too little value to the educational experience itself.) The education system can be reformed, and in doing so, can be of help to our economic regeneration. But insofar as we have failed and will continue to fail, the fault lies elsewhere, the schools being largely a reflection of more powerful underlying forces.

All of this, of course, takes us from the narrowly economic to the more broadly educational. If teachers are to have well-paid careers because of the educational benefits that would be forthcoming, those benefits must be examined and assessed. I, for one, am willing to accept that this can and must be done in large part by teachers themselves or by people with teaching experience. But it is equally clear that some method of independent assessment must be involved. I must add that the assessment I am talking about is of education in a broad sense, and must concern itself with the school, the local authority and the system as a whole. Moreover, no serious examination can take place without paying due attention to the resources available and needed.

But this, of course, does take us on to another well-known problem. It is widely agreed that careers in education (perhaps more, even, than elsewhere) require a high degree of enhancement from time to time. There is an argument about the desirability of extensive in-service training, although there are difficulties about paying for it. But the counterpart of this is the problem of the failed or incompetent teacher.

For those of us who have involved ourselves with the schools, it is very clear what is the more remarkable, the extraordinary achievements of the great majority of teachers, or the acceptance of the incompetence of the occasional failure. No one, pupil, parent, or teachers, is unaware of the latter.

What is more, they are usually sympathetic to his predicament. Since the cost of such failing is borne by the pupils, and they cannot afford it, the person concerned must ultimately be asked to leave.

My own view is that the unwillingness of the teacher unions to confront this problem has done as much as anything to damage the public image of teachers, and to strengthen the hand of those who wish to grind them down. The problem itself is minor, but it is built up out of all proportion, precisely because it is allowed to persist.

The teachers find themselves blamed for everything because they will not accept blame for anything. If there is to be a new committee of inquiry one day, therefore, it must also pay to responsibility and the leadership that in the end only teachers themselves can give.

Maurice Peston is professor of economics at Queen Mary College, University of London. He was political adviser to the Education Secretary, Reg Prentice, at the time of the Houghton inquiry.

NEWS

Teachers of foreign languages look at the way ahead. Conference report by Diane Spencer

Sir Keith promises a new policy

The Government needs no persuasion as to the importance of teaching foreign languages, Sir Keith Joseph, the Education Secretary, told the conference of the Joint Council of Language Associations in Bradford last weekend.

But employers, parents and pupils needed to be motivated to persuade career teachers and education authorities of its value.

"Foreign languages give enormous scope for enriching the lives of people in this country as well as supporting our trade," he said.

Unfortunately not all education authorities were convinced of its importance. The Department of Education and Science's consultative paper published in 1983 painted a depressing picture of the state of foreign language teaching.

The Government had a role to play in encouraging positive attitudes towards foreign languages, and he promised that his department would issue a policy statement later in the year.

Methods of language teaching should be based on practical skills and the spoken word, and, moreover, they should be relevant to the pupils' experience. They should be given the opportunity to immerse themselves in a language with the help of visits and exchanges abroad. Teachers should ensure that patterns of options did not work against pupils choosing foreign languages. Better liaison between schools and employers should persuade pupils and parents of the importance of foreign languages in their future careers.

Government policy on language teaching was severely criticized by Professor Brian Page, president of the JCLA.

The notion of the "late start" in language teaching – pupils learning a second language at 13 and 14 – would be catastrophic he told Sir Keith. This policy was mentioned in the 5-16 document on the curriculum recently published by the DES.

He was disappointed that the White Paper, *Better Schools*, published last week, failed to support the idea that a foreign language was suitable for pupils of low ability.

"It is disheartening for us. Language learning is a practical useful skill for everybody. Pupils can with profit, enjoyment and success study at least one foreign language and sometimes more." He had doubts as to whether the DES was for or against teachers of foreign languages. He himself thought that they were an indispensable part of everyone's education.

Welcoming a computer take-over

Computers will take over the "slog work" of language teaching by the end of the century, the JCLA conference was told. Professor Tom Stonier of Bradford University said language teachers should in the future act as ambassadors and travel agents.

"Language professionals should become actively involved in developing human contact to create a global village for which we all so desperately yearn."

Verb declensions and vocabulary teaching will be taken over by computer programs comprising the wisdom of the best teachers, he predicted.

He called for EEC financial backing to take parties of children to Europe. "This would help to develop the kind of cultural ties that would make us stop thinking in terms of one country or another but to think as Europeans. Language teachers have a profound role to play in this."

In his keynote address, Professor Stonier said education should now change from the three Rs to the three Cs: children, computers, communication.

The information society of the future would need a workforce that is adaptable, entrepreneurial and interdisciplinary.

"Education must expose the whizz-kiddies from teaching kids how to make a living to teaching kids how to live."

It was the height of delusion to imagine that 10 years of education and training would last for life, in a few years you will have computer programmers writing programs in languages already being developed by the Japanese would need "knowledge engineers" to work them. These were likely to be linguists or cognitive psychologists – "all those fuzzy old subjects which are being denigrated at the moment".

Professor Stonier warned his audience that they had better be ready for the computer revolution which will force itself into school through the home. By the end of the decade, middle-class children would learn to read and write (with a keyboard) by the time they were four.

A rough calculation on a show of hands from the audience told him that the 750 language teachers and advisers present were two years behind the average middle-class audience. Only 5 per cent had computers at home; on average, he discovered, was 60.

He was scathing about current computer programs. "They are at the third stage of rubbish. But there are thousands of good educationists working on them and there isn't a middle-class parent who is not going to avail himself of a program to improve little Johnny's vocabulary or maths."

As it was best to learn a foreign language while very young, programs in vocabulary could be inserted in toys; including foreign words and some very microchips would be available. "Computers will become potent allies, or competitors if you don't. Your children are doing it."

Best to learn while young

Instead of "slaving out of our ears and they will be about as useful as scribes – all you will have to do by then is to talk to your computer."

So education must be from the cradle to the grave. And it must be education, not training. Training produced technicians; education, professionals.

"A good technician will give you the customer, exactly what you've specified. A professional will give you what you needs there is a big difference."

The present policy of telling children they must become scientists and engineers was a disaster. "Sure, we need them at the moment, but it is no excuse to cut back on the arts."

NEWS

Sir Keith in bid to allay AS fears

by Biddy Passmore

The Advanced Supplementary level exam is not intended to add to busy sixth-formers' workload, Sir Keith Joseph, the Education Secretary, reassured secondary teachers this week. The load on students taking three A levels and those taking two A and two AS levels should be about the same, he said.

Sir Keith, in letters to Sir Wilfred Cockcroft, chairman of the Secondary Examinations Council, and Mr Mel Jones, convenor of the GCE boards, took the opportunity to allay some of the fears teachers expressed about the new exam during consultation last year.

As announced in last week's White Paper, *Better Schools*, the first AS level exams will be held in 1989, a year later than originally planned.

Sir Keith and Mr Nicholas Edwards, the Welsh Secretary, have offered to contribute a maximum of £300,000 to the exam boards' costs for developing the new syllabuses in up to 15 subjects. They have asked the GCE boards to get together and produce no more than two syllabuses per subject.

In his letters, the Education Secretary said AS level courses would be designed to require about two-and-a-half hours' teaching time per week over two years and about half the private study time of A level courses. While the grades would be related to A level grade standards, expectations would not be "unreasonable" and would take account of candidates' shorter teaching and study time.

Syllabuses should not be devised by cutting A level syllabuses in half, he stated firmly, but should overlap with the best A level ones where feasible and beneficial.

Mr Peter Snape, general secretary of the Secondary Heads' Association, said last week that, while SHA remained opposed to AS levels, it was reassured by the universities' promise not to penalise candidates who did not offer them.

Union leaders face no-confidence vote

by Richard Garner

A motion of no confidence in the National Association of Schoolmasters/Union of Women Teachers leadership has been tabled for debate at the union's annual conference next week.

Mr Ted Chandley, secretary of the union's Coventry branch, which put down the motion for discussion during private session, said his members felt "very disenchanted" with a union leadership which lacked the "personality charisma" of the previous general secretary Mr Terry Casey and treasurer Mr Ron Cocking.

He added: "They may have upset people, but they made people aware that they were there and weren't afraid to say what the association stood for. I think the association made a good deal of progress in this way.

"Now we are engaged in lightning strikes just like the National Union of Teachers. But in a recent *Panorama*

Conference preview, page 8

programme on the teachers' dispute we were the only teachers' union not to be mentioned. Members find this very disheartening."

Whether the motion is debated hinges on a representatives' ballot to be held at the beginning of the Torquay conference. Mr Chandley said that several other West Midlands union branches supported Coventry's views of the way the leadership had acted in the past year. Sandwell has also tabled a motion deploring "the lack of effective and cohesive leadership" by the executive during the past 12 months.

Union leaders believe the motion is out of step with the thinking in most branches and do not expect it to be given priority for debate.

They argue that the media – notably television – have largely ignored NAS/UWT strike action, despite constant efforts to bring it to their attention. Instead, the cameras have been focused on NUT activities.

The conference also faces a motion from its Richmond-upon-Thames branch, asserting that peace studies are an integral part of social education and should therefore be of curricular rather than political concern.

Another motion to be debated privately, if successful in the ballot, instructs the union's executive to "disperse the NAS/UWT assets as widely as possible, both within the United Kingdom and abroad" in view of the threat to union funds of sequestration under last year's trade union legislation.

Soaking up knowledge: The Willesden division of the London Fire Brigade explained their job to pupils at Gladstone Park infants school, Brent. An occupational hazard was demonstrated when one crew member was accidently drenched by an enthusiastic child.

Offer pupils fluoridated milk – Ennals

Schoolchildren should be able to drink fluoridated milk to prevent tooth decay, Lord Ennals, the former Labour Social Services Secretary, argued in the House of Lords last week.

Lord Ennals said this would have two advantages over the Government's plan to fluoridate all water supplies. It would be considerably cheaper, and it would give parents and schoolchildren the right to choose to drink ordinary or fluoridated milk.

He estimated that providing fluoridated milk in schools would cost £2m compared with the £170m it would cost to put fluoride in all water supplies.

Lord Ennals, speaking during a second reading of the Water (Fluoridation) Bill said he accepted that fluoride, taken in the right quantities, was safe and beneficial to dental health.

However, Lord Winstanley, a Liberal peer, and president of the British Fluoridation Society, said the only way to protect the teeth of pre-school children was by fluoridating water. Fluoridated school milk would come too late.

Violent pupils 'must vow good conduct'

Pupils suspended from school should only be readmitted if they and their parents sign a contract of good behaviour, the National Association of Schoolmasters/Union of Women Teachers says this week.

In a policy statement, *Raising Educational Standards: The Need for Good Order*, the union urges the Government to press ahead with considering alternative methods of corporal punishment for maintaining discipline – including the more widespread use of special units for disruptive pupils.

It recommends a "contract of guaranteed conduct" system for suspended pupils – whereby parents can apply for their child to be taken back to school once they are suspended. Parents and child would then be interviewed by a small panel of governors – which could recommend to a full meeting that the pupil be readmitted if they guarantee the good behaviour of their child in writing.

The union says the procedure has worked well in some areas, and adds: "Breaking of that contract by the pupil may result in expulsion."

The document castigates the Government for failing to "face up to the realities" of the European Court ruling that parents should have the right to exempt their children from receiving corporal punishment, saying the judgment "has provided a powerful stimulus" for its abolition.

It cautions against teachers using the sanction of withdrawing a child's privileges, commenting: "There is a danger of interfering with genuine activities.

"It is wrong, for instance, to punish a pupil for persistent talking out of turn by denying him a swimming lesson. Indeed, it may be counter-productive for the child frightened of water will court punishment to avoid the swimming lesson, and the swimming teacher is denied the opportunity to build up that child's confidence in the water."

The document says there is evidence that teachers are often subjected to "defiance, aggression and verbal abuse" in the classroom. But it acknowledges that disciplinary problems can arise if the curriculum or subject syllabus is not revelant to the needs of pupils and therefore fails to engage their interest.

Women 'at bottom of heap'

Women in adult education are "firmly at the bottom of whichever heap you look at", according to a group of adult educationists.

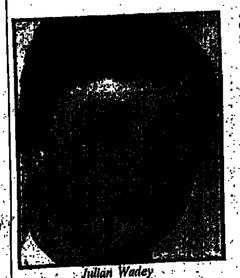
Writing in the current issue of the journal of the National Association of Teachers in Further and Higher Education, the group of seven says: "It is not a case of looking at the way [illegible] women's lives; only 16 per cent of principals and vice-principals are women."

The situation was worse than average in the Inner London Education Authority where 90 per cent of principals are men. Women are paid less and work longer hours.

Men are only a third of the student body of adult education, they provide only one-third of the part-time tutors, yet they constitute nearly 60 per cent of the top-level three-point pay.

School suspends Young Tory after 'racist remarks' to French children

by Paul Flather



Julian Wadey

A 14-year-old member of the Young Conservatives has been suspended from a Sussex school for making allegedly racist remarks to French pupils on an exchange visit.

The parents of Julian Wadey failed in their appeal on Monday to the governors of Varndean High School, Brighton, to have him reinstated.

Mr John Wadey said he felt the school was being petty. "I certainly don't think he should have been expelled for what he's supposed to have said." Mrs Molly Wadey said that, in context, Julian's remarks had not seemed so bad.

The headmistress of the school, Mrs Margaret Smithers, wrote to Mr and Mrs Wadey explaining that Julian had been suspended for his racist remarks after previous warnings of "insulting behaviour towards staff and other pupils". But he denies he said "Nazi" to the French children.

A spokesman for East Sussex education department said Julian had been suspended for persistent disruption of lessons by airing his political views, and for insulting behaviour. He has been suspended once before.

Mrs Wadey said her son was a member of the YCs and had helped with leafletting and local jumble sales. But she denied he held particularly strong Conservative views.

Julian received a letter from Councillor John Leach last summer thanking him for all the good work he did during the local council elections. "We had a good victory because of you," it said.

Universities to receive PICKUP cash injection

A "short, sharp" injection of funds to boost the universities' involvement in post-experience courses for adults was announced by Mr Peter Brooke, minister for higher education, on Monday.

Ten universities are expected to win sums of about £20,000 to set up new local points for links with local commerce and industry and with nearby polytechnics and colleges.

Vice-chancellors have been invited to submit bids for the money, which is to cover the period from September 1985 to April 1986 – at which point they will decide whether to continue funding PICKUP, the Government's professional updating programme, at a conference of university information officers in London, Mr Brooke said universities faced special difficulties in expanding their post-experience updating market.

He suggested the money could be effectively used to create a single, well-publicized point of access for potential clients to all university departments and faculties; to designate PICKUP co-ordinators who could act as a bridge between departments; and to improve liaison between all local institutions of further and higher education in the provision of PICKUP courses.

NUT refuses to lift ban

One of the two branch officers of the National Union of Teachers expelled from membership for organizing an unofficial half day strike has been told that she cannot rejoin the union.

Ms Amanda Leon was expelled in 1982 along with Mr Gil Lowenstein, who has since been readmitted to the union. They helped organize the action in protest against the compulsory transfer of Southwark teachers.

A disciplinary panel which heard her plea for readmission has recommended that she should not be allowed to rejoin until 1986 – and should then face a three-year ban on holding union office. The recommendation has to go before the union's executive.

PRIMARY

Sarah Bayliss reports on approval of PPA emergency measure to stem grave financial crisis

Playgroup association averts bankruptcy

The grave financial crisis which threatened the future of the Pre-school Playgroups Association was averted last weekend when more than 1,200 delegates approved an emergency measure at its annual general meeting in Lancaster.

The association – an educational charity which represents 14,000 playgroups in England and Wales and celebrates its 25th anniversary next year – has been undermined by a deficit of £81,000 and the spectre of financial ruin.

The meeting heard how Mr Ray Pallot, the association's previous finance officer, was dismissed last June. The police were called in, papers sent to the DPP, and in mid-February he was charged with theft, false accounting and corruption.

Mr Pallot is also charged with conspiracy, and has been committed for trial at Southwark Crown Court.

Mrs Sue Griffin, the chairman of the PPA, told the meeting: "Decisions were made and actions were taken by the national executive, by officers and by our predecessors, in all good faith." She announced that the executive had decided to appoint Coopers and Lybrand as auditors.

She said the Department of Health and Social Security, which last year gave the PPA a £361,000 grant, had been kept fully informed of events and had offered valuable support. An official had been seconded to the PPA for six months and a new financial management system drawn up.

In the past few weeks, the department had boosted the PPA's confidence and morale by awarding a £30,000 supplementary grant for 1984–85, significantly reducing the deficit. It had demonstrated "the confidence which the DHSS has in us and the value placed on the work of the playgroup movement".

An application for grant aid in 1985–86 had been made to the DHSS, the Welsh Office and the Department of Education. The latter had proposed £60,000 – a 4 per cent increase on last year's DES grant – and the PPA was waiting to hear from the other departments.

Delegates backed the national executive's emergency proposal to cover the remaining deficit and to build up reserves – which are non-existent at present – by switching all membership subscriptions from regional to national level for one year.

This would severely curtail training programmes – one of the PPA's main functions – and other regional support, but would leave the staffing structure and national headquarters intact and protect individual playgroups.

Mrs Griffin said: "We were especially anxious not to pile an additional burden on member groups, many of whom we know are struggling to work with young children and their families on slender funds."

Urging the meeting to support the emergency measure, Mrs Griffin said: "Thousands of us have every cause to be grateful for all that playgroups and mother-and-toddler groups have done for our children and for us as parents. Let us make it possible for children and parents to go on benefiting."

Welcoming the measure's overwhelming support, Mrs Griffin said: "In my mind, there's no doubt that we shall come out of this crisis renewed in strength and vigour, more confident with young children and their families on slender funds."

In practice, the PPA is still not financially secure since members' subscriptions will not be available until October – though they are being encouraged to pay earlier. The DHSS is reforming the pressure-group...

Sue Griffin

grant was due to be paid from April 1 but last year it was not announced nor received until late June.

According to Mrs Minna Ireland, the PPA treasurer, the membership is doing everything it can in the way of collections and donations. But the association will be heavily dependent for the next few weeks on a £100,000 National Westminster Bank overdraft, offered at an interest rate 8 per cent below what would be expected.

At the PPA's annual conference titled "Families Can Choose", concern was expressed about the pressure exercised by teachers and heads on parents to sent their children to school early – "at four years, one day".

Dr Joan Tough, from the school of education at Leeds University and director of a project on communication skills, said she knew of cases where parents had been told they would lose their child's place at school unless they sent them before they were five.

But this was "nonsense" and a pre-school campaign in Leeds was spelling out to parents their rights.

Dr Tough said: "I can see why teachers are doing this – their classrooms are empty and they want to see them full. But they have tremendous responsibilities to see that the provision is suitable (for four-year-olds)."

The Leeds campaign was urging teachers to examine the curriculum they were offering to children under five. Dr Tough wanted to see a more flexible attitude, so that children started when they were ready, perhaps for half-a-day at a time.

Dr Tough was applauded for saying that playgroups often suffered when their four-year-olds left early to start school. The younger children no longer had role models.

She said: "We are not only putting four-year-olds in conditions that don't suit them, but we are also destroying the environments which the three-year-olds are in."

Dr Aidan Macfarlane, a consultant paediatrician at the Radcliffe Infirmary, Oxford, said in his presidential address that parents were the best experts on their children's health and should be given responsibility for their health clinic notes.

Dr Macfarlane, who is in charge of all child health services in the Oxford district, advocated a system of health "passports" which would contain parents' notes and observations as well as health and development checklists to be completed.

Seventy-eight per cent of parents in the town of Abingdon had been questioned about the idea and favoured it. As a result, 500 families had been issued with the notes normally held by their clinics. The scheme had proved so popular that a further 1,500 families had joined it.

He hoped the system would be maintained by the school health services and envisaged that "passports" could span a person's life from conception to the grave.

Dr Macfarlane, co-author of a book on cot deaths, said he hoped that recognizing parental expertise in this way might lead to earlier diagnosis of health problems and would prompt professionals to listen to them more.

"If parents were given clues as to what to look for, I believe they would be just as good as, or even better than, the professionals at picking up problems in their children."

Research would be conducted to compare the diagnosis of children's problems in the Abingdon area with families in North Oxfordshire where a conventional system still prevailed.

Dr Macfarlane also advocated a system of child health training across several professions, including teachers, playleaders and health visitors. "Knowledge about child health is common to us all. It should be taught commonly."

In the latest edition of *Contact*, the PPA members' magazine, he is quoted as saying that "most child health professionals, early in their careers, know a great deal less about normal child development than do experienced parents".

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How bright eyes outshine the apple

by Mike Durham

Children who look their teachers in the eye and pay them compliments are likely to do better in class, according to the head of a special school who has taught social skills to scores of maladjusted primary-age pupils.

Dr Roger Burland, principal of Chelfham Mill School near Barnstaple, in Devon, has found that a steady gaze and a well-chosen word are more effective at winning teacher over than the more traditional apple.

He told the British Psychological Society annual conference in Swansea on Sunday that children in primary schools often lacked the basic social skills which better-adjusted children and some adults took for granted.

They include: choosing the right moment to approach a teacher for help; recognizing when he or she is angry, making an excuse that sounds plausible, and smiling at the start of a conversation.

Eye contact was one of the most important skills Dr Burland found lacking. "A lot of kids, like many adults, don't know how to use their eyes effectively," he said. "Yet it is one of the most important means of communication."

Dr Burland uses videos, role-playing games and discussion groups to teach his 42 pupils, aged 7 to 13, how to use their eyes in different situations.

As an example, when children are making an apology, they should assume a submissive attitude and avoid looking at the teacher until they have finished speaking. Then they should look the teacher straight in the eye.

In normal conversation, children can learn the right degree of eye contact to engage teacher's interest. But too much eye contact can be interpreted as insolence.

Children can get teachers on to their side – and make life a lot easier for themselves – by the judicious use of a few compliments, according to Dr Burland.

"Everybody likes being complimented. We try to teach the children that it's OK for them to tell teacher if was an interesting lesson; if that's what they really thought," Dr Burland said.

So long as the children pick the right moment to deliver the compliment and say it with enough conviction, they stand a good chance of getting into the teacher's good books. But at the same time a child with the right social skills can avoid being called a creep or teacher's pet.

Dr Burland explained that teachers were more likely to overlook small misdemeanours if they were done by the right person. "If you're the positive type, you can break some of the rules...

Holiday playscheme cash cut

Harriet Harman, Labour MP for Peckham, has condemned cuts in short-term Urban Aid which will effectively halve the sums available for holiday playschemes.

Ms Harman, a shadow spokeswoman on social services, said she believed the reduction of £400,000 would have an immediate effect on Easter and summer playschemes which usually cater for the 5–11s. Funding for 1985/86 is £399,149 compared with £854,886 in 1984/85.

Thirty-five towns and cities are said to have had their holiday play money cut altogether and 70 others have received less than last year. Only nine authorities have been given more money.

"There is real concern that children and young people will be placed at serious risk because of the cuts," said Ms Harman, who chaired a meeting of voluntary organizations and local authorities in the House of Commons last week. "More unsupervised, unoccupied young people will be wandering the streets in cities and towns."

AMMA seeks new members

A teachers' union which has traditionally attracted members from the secondary sector is to mount a recruiting drive in primary schools this year.

The annual report of the Assistant Masters' and Mistresses' Association – which has its annual conference in Folkestone next week – makes it clear that the primary sector will be its "target area" in 1985.

The report reveals that the union recruited 8,677 new members last year and adds: "To maintain this momentum, the committee (has) paid particular attention to the recruitment of teachers at those schools (particularly in the primary sector) where there were only a few association members."

The cigarette ads that have six appeal

Cigarette advertisements have a powerful impact on children as young as six, and many perceive the message as adults do, a health educators' meeting was told in Edinburgh last week.

Researchers from Strathclyde University's departments of marketing and psychology reported the findings of their study on children's perceptions of cigarette promotion to the conference on health education and the media at Heriot-Watt University.

They discovered that six-year-olds were aware of cigarette advertising, although they were too young to be able to decide what an advertisement was. Many primary and most secondary school children were able to recognize the distinctive imagery of leading cigarette brands.

Children started to develop an adult-like perception between 10 and 14, and were able to identify which social groups different advertisements were aimed at.

Most in the 14–16 group saw attractive qualities in some British cigarette advertisements and distinguished between the images portrayed in a similar way to adults.

A third of six-year-olds and 50 per cent of eight-year-olds could recognize the surrealist Benson and Hedges campaign as advertising cigarettes. Although the promotion does not carry a brand name, more than 80 per cent of 12-year-olds correctly identified the product.

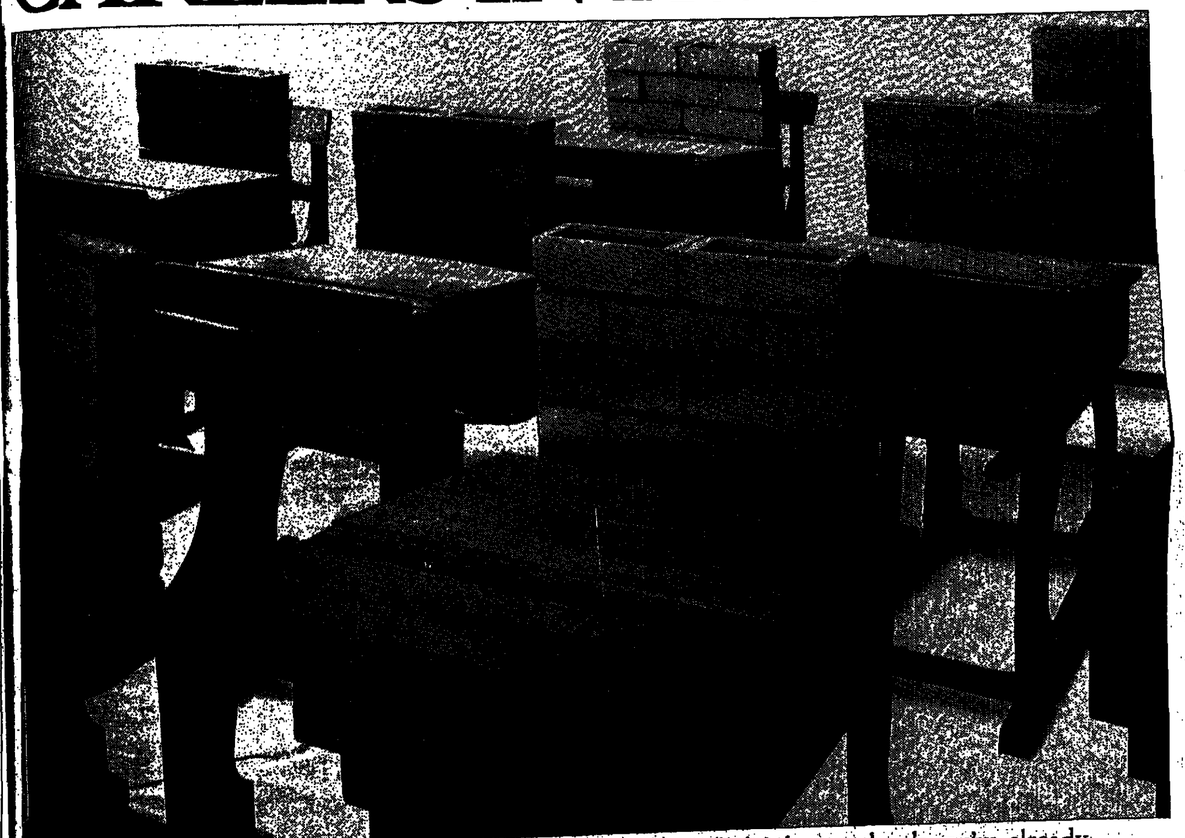
Children found the gold-coloured images highly recognizable and the surrealism did not confuse many of them. A 10-year-old said: "Benson and Hedges always have these silly ones. Some of them have the name on them. So when you see one like that, you know it is Benson and Hedges."

Children's responses to "brand-stretching" devices where advertisements show goods or services linked to cigarettes, for example JPS grand prix holidays, demonstrated an interesting developmental trend.

Most six-year-olds thought it promoted racing cars. But even though these advertisements did not carry a Government health warning, 22 per cent of 6 to 10-year-olds and 91 per cent of 12-16-year-olds were in no doubt that it was publicizing cigarettes in disguise. A typical response was: "It's a cool way of advertising cigarettes."

Groups of children were shown advertisements for different brands and asked to discuss what type of person would like particular aproaches. Children in the 14–16 age group described Rizla smokers as female office workers who wore trendy clothes and enjoyed disco music. They also saw this type as enjoying a lively night life and casual sports.

IS THIS WHAT YOU FACE WHEN YOU TALK ABOUT CAREERS IN BANKING?



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BARCLAYS

NEWS

Richard Garner provides a preview of the Easter teachers' conferences and meets two of the presidents-elect

NUT poised to call for extension of strikes

Leaders of the National Union of Teachers are to meet in emergency session today to reassess their industrial action in support of this year's pay claim. The majority of executive members is now said to believe the strike campaign will have to be stepped up after Easter.

Their view – to be put to the union's annual conference in Scarborough on Saturday – is in marked contrast to the thinking of the other TUC-affiliated teachers' union, the National Association of Schoolmasters/Union of Women Teachers, which believes that the strike action should not be intensified for the time being.

The NUT executive is likely to consider indefinite strikes in selected areas instead of the three-day strikes which have been staged until now. In addition, there will be calls of a levy of the membership to sustain those involved in prolonged strikes.

If the indefinite strike move fails, the executive is likely to suggest that more members should be involved in the rolling strike programme and that the action should last more than three days.

Whatever the executive decides (a one-day national strike is also being considered), there are bound to be calls from the floor for tougher action – including the overturning of last year's decisions to exempt examination classes from strike action.

Leaders of the NAS/UWT, however, want to continue taking selective strike action, including the withdrawal of key teachers with heavy timetable commitments.

They would also like to see a settlement of the dispute by mid-term, although Mr Fred Smithies, the NAS/UWT general secretary, said: "One of the reasons I can't see us going for escalated action is that we are pacing ourselves – just in case we are involved in a long distance race."

However, the NAS/UWT leadership is also likely to face demands for action that will disrupt examinations at its Easter conference in Torquay.

Meanwhile, the Assistant Masters and Mistresses Association, which also has its annual conference in Folkestone next week, is likely to hear calls for a ban on covering for absent colleagues, and attending staff and parents' evenings.

Last week, the AMMA executive decided against such a move despite a slim majority in favour of it in a national ballot. It has agreed to urge its members to donate money to a national advertising campaign to put the teachers' case.

Young Green comes of age

Gordon Green

Joe Boone

Gordon Green takes over the helm of Britain's biggest teaching union this weekend – ready to face one of the most difficult years that any president of the National Union of Teachers has ever had.

Aged 52 but still known as "young Green" in the Birmingham area because he succeeded another Green, Larry, as the city's executive member – he is one of the NUT's key strategists in the coming battle with the government.

A new style of leadership has emerged within the NUT during the year in which he has been vice-president. For the first time, all four elected officers of the union – the president, ex-president, treasurer and vice-president – come from the "broad Left" section of the union. But as one observer put it: "That's a pretty broad Left – broad is very broad in the NUT".

Nevertheless, there has been a shift in direction, partly because the union's deputy general secretary, Mr Doug McAvoy, had to take a more central role in the absence of Mr Fred Jarvis, the general secretary, who was being treated for a serious leg injury for most of last year.

Politically, there is little difference between Mr Jarvis and Mr McAvoy, but the latter has adopted a blunter, more aggressive approach to the Burnham pay negotiations.

There is no doubt, though, that the style of leadership introduced by the new leaders is supported by the union's executive – many of whom only took office for the first time last year – and by many grassroots members.

Gordon Green hopes his presidential address to the conference on Saturday will provide a rallying call to these troops – and fruits his year of office will see continued support for the kind of leadership which pays attention to conference resolutions.

The president-elect is a Labour Party member and his father was the Labour chairman of a parish council. His father-in-law, Sidney Harris, was the predecessor to Bill Sirs at what is now known as the Iron and Steel Trades Confederation.

When he left National Service in 1951 at the height of the Cold War he went up to university to read Russian in answer to a Civil Service call for more interpreters.

"There were only eight people in the entire British service who could speak Russian at that time, apparently," he said.

He became an NUT school representative within a year of taking up teaching in 1956 – he has been headmaster of Primrose Hill secondary school, King's Norton, for 18 years – and has been to the union's annual conference for more than 20 years in succession.

"Nowadays there's a much greater political awareness from the floor than there used to be," he said. "The union is now involved in issues which wouldn't have been thought of then – racism, equal opportunities, international work and the peace and disarmament issue. In the 1960s it was all pensions, salaries and class sizes."

Judging by his past record, he is bound to spice his presidential year with a bit of humour as well as trade union activism. He is a firm believer that a little light-heartedness is sometimes necessary to keep one's feet – and everybody else's – on the ground.

Gordon Green is convinced that the NUT has adopted the right approach to pay and structure and supports the controversial decision to use its inbuilt majority on the Burnham Committee to pull out of discussions on a new salary structure and contract.

He insisted that the NUT had not suddenly reached the decision to end the structure talks. "The working party was set up in 1981 and we spent between '81 and '84 in discussions," he added. "That's longer now than you have to be married before you can get a divorce – yet we have been accused of walking out. I've heard of trial periods but three years is ridiculous."

The king of rock and coal

Joe Boone, the incoming president of the National Association of Schoolmaster/Union of Women Teachers, has the sort of street credibility that most union leaders only aspire to.

Born in Bolton 39 years ago, he is the son and grandson of miners. His father went down the pit at 11, only to be made redundant in the 1920s after spending all the First World War at the coalface.

A blunt-speaking northerner, Mr Boone dismisses the non-TUC affiliated teachers' unions as "Mickey Mouse" organizations – but employs the same candour to describe his own teaching post as head in a department of one. His succession to the NAS/UWT throne marks a departure from the traditional style of teaching union president.

For a start, he is far younger than most of his predecessors – indeed, it is even reckoned by some that he is the youngest person to hold the NAS/UWT job.

And he is still on scale two in a world which has seen most union presidents come from the ranks of headteachers and their deputies.

He has taught in his native town since becoming a teacher in 1970 – originally at the English Martyrs secondary modern, which then merged with another to become the present St Augustine's comprehensive.

Mr Boone has been heavily involved in union work since 1978 when he was first elected to the executive, but he still nominally retains his job as head of music at his school. He added: "If and when democracy takes it course and I come off the executive, I have been promised they will find me a job at my present scale."

He was undecided whether to join the National Union of Teachers or the NAS/UWT when he entered the profession. He said: "I asked myself four questions. Which unions are TUC-affiliated? In which union was a colleague I had a tremendous degree of respect for? Which was the largest union in the school? Which union was the headteacher in?

"The answer to the fourth question was the NUT – so I decided to join the NAS/UWT," he added. And with his mining background, he could only contemplate joining a TUC affiliated union.

His father's love of ballroom dancing – he got a job after leaving the pit as a professional – meant that the young Joe was brought up in a musical atmosphere. So despite taking A level sciences, he opted for music teaching when it came to deciding on a career.

The flute was his main instrument – but he spent much of the early 1960s playing bass guitar in a rock band. "Most of the instruments I've learned, I've learned by just standing up and playing in Labour, Conservative and British Legion Clubs."

He reckons his experience of playing to club audiences helped him develop the necessary skills for the path he is now on.

"You learn about playing by making bum notes and making a fool of yourself. But audiences are basically thick and, providing you don't make it obvious you don't know what you're doing, you can get away with it."

He sees one of his missions in the NAS/UWT as persuading teachers that their best interests lie in thinking of themselves as trade unionists – and he wants to see schools opening themselves up more to adults and offering "realistic progressive education".

"'Progressive' is a devalued word which has an aura of woolly-thinking about it", he said. "We should be bringing adults into the schools alongside the kids – together with the rest of the community – and adopting a more collegiate approach to the running of schools.

"That requires teachers to stop thinking of themselves as martyred professionals and think more hard headedly as creative skilled workers."

He sees the main task for his 12 months of office as to get a deal done on the structure talks. "I'll be disappointed if we don't," he said. "It's not because any one person has any influence on events, but because it's crucially important for the education system. The longer it goes on, though, the more difficult it is to get it together.

"If they gave us Houghton tomorrow, it wouldn't satisfy me because all it would do is prop up an antiquated, divisive and terribly structured hierarchical system. It wouldn't solve the problem of 70 per cent of teachers being on scales one and two.

"It is not just money, because the money difference is not worth that much. It is all about clout – and in the hierarchical system we have now, scale one teachers have no clout. That's why it needs changing."

He believes in cooperation with the NUT and says his personal relationship with its leader-elect, Gordon Green, is good.

Mr Boone recalled: "I first met him at a Schools Council meeting when we were both lighting our pipes under the 'no smoking' sign, and I warmed to him immediately."

Mr Boone's wife, Anne, serves on the NAS/UWT executive for the Greater Manchester area. She topped the poll in an election for the three seats this time round.

Judge backs PAT's Burnham case

A High Court judge has told National Union of Teachers leaders they are "frustrating the intention of Parliament" by refusing the rival Professional Association of Teachers access to pay negotiation documents and working groups.

Mr Justice Macpherson ruled that the PAT, whose members pledge never to go on strike, should be allowed to attend Burnham Committee working groups if they wished.

He believed the action of the NUT-dominated teachers' panel in denying "audience and documents" to the PAT, specifically at residential meetings in Manchester and Plymouth to discuss pay structure, "does not seem to reflect credit upon the NUT or any willingness to cooperate with PAT".

The court had heard evidence for the Education Secretary, Sir Keith Joseph, from Mr Ian Langtry, head of the DES teachers' branch, that he believed the NUT moves "seriously inhibited" PAT's capacity to play a full part in Burnham committee deliberations.

Sir John Wood, the committee's independent chairman, had also indicated that he would expect bodies represented on the main committee to be on working groups if they wished to be. The PAT was given a seat on the Burnham committee, which was established by Act of Parliament, from Sir Keith's predecessor, Mr Mark Carlisle.

Mr Doug McAvoy, deputy general secretary of the NUT, had told the court that it was "simply a matter of principle" that the teachers' panel should be allowed to decide representation on sub-committees.

The judge awarded the PAT costs from the teachers' panel – which has agreed to divide them according to the number of representatives each union has on the committee. Total costs are expected to exceed £60,000, but the management panel, which has held itself out as neutral during the hearing – was told it would have to bear its own costs. Counsel representing the DES did not ask for costs.

Mr McAvoy said he was "very pleased" by the outcome, which will now be reported to the teachers' panel. It will decide whether to appeal – although an undertaking was given in court that the teachers would abide by the spirit of the judge's comments.

Mr Peter Dawson, the general secretary of PAT, said after the judgment: "The most important thing is that it means the NUT must listen to other people. They can't run the Burnham teachers' panel like a cadet branch of the German Democratic Republic.

"The judge talked of their unreasonableness – and some of that unreasonableness has been shown in the way that they have conducted pay negotiations, having secret breakfast meetings and running off to ACAS on their own."

Mr Bryan Round, PAT's honorary treasurer, said the association had attended about 35 meetings of working groups uninvited during the past few years, adding: "We've had to run our own industrial espionage department to find out what is happening and

"Effective briefing is vital if people are to work as a team, and it's an essential part of my job to do it properly."

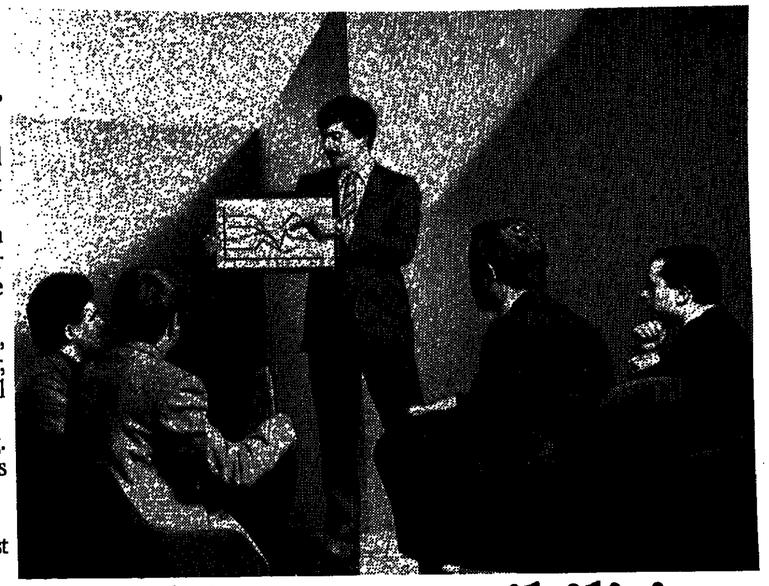
David Ramshaw's ability to communicate well with his sales team could have a lot to do with the success he's met in his career.

He's Area Sales Manager for a firm of textile manufacturers, responsible for a team dealing with a sizeable part of the North-East.

Yet despite his job responsibilities, at the weekend David takes on another, equally demanding role – as a Territorial Army Officer.

"Okay – it's very time consuming. But I get twice as much out of the TA as I put in. And I keep fitter and more mentally alert."

David earned his commission whilst he was still a student.



Most of the time his responsibilities are in the North East. One day they could be further afield.

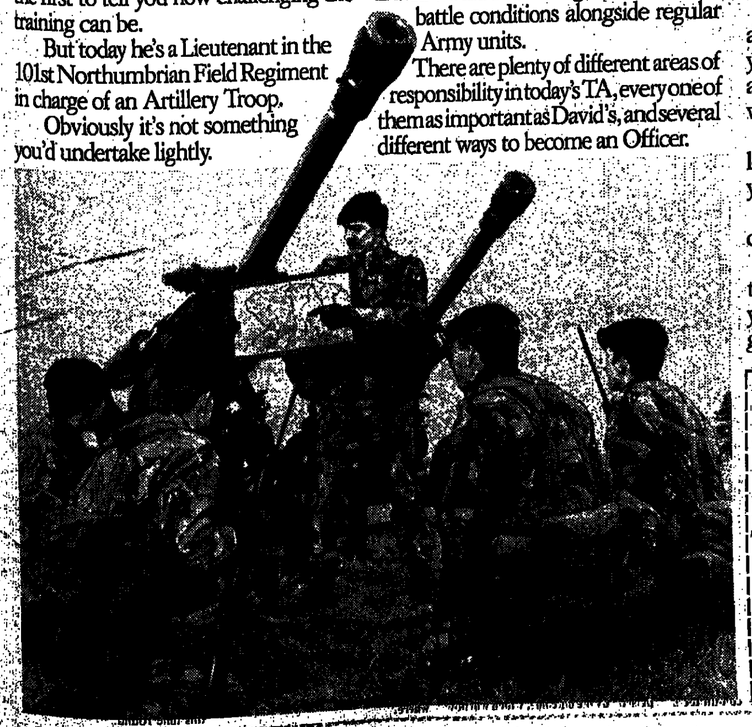
The selection processes for Officer training are pretty stringent, and he'd be the first to tell you how challenging the training can be.

But today he's a Lieutenant in the 101st Northumbrian Field Regiment in charge of an Artillery Troop.

Obviously it's not something you'd undertake lightly.

The TA represents a third of the Army's strength, and in the event of war David would be briefing his men in battle conditions alongside regular Army units.

There are plenty of different areas of responsibility in today's TA, every one of them as important as David's, and several different ways to become an Officer.



Like David, some people are selected to come in as potential Officers, whilst others start as soldiers.

If you think you have the fitness and ability to take on a task like this and you're prepared to devote both yourself, and a fair part of your leisure time to it, we'd like to hear from you.

Your time commitment will be at least 6 weekends and 2 weeks camp per year, plus some weekday evenings.

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Educational Qualifications

The Territorials

Community tussles 'twixt tweeds and leathers

by Adriana Caudrey

Dr David Hargreaves, the Inner London Education Authority's chief inspector, has warned the apostles of community education throughout Britain not to tackle the nuts and bolts of setting up schemes before they have first pinpointed their social and educational objectives.

He was addressing a major conference on the expansion of the progressive education-for-all schemes, entitled "Why Community Education?" But the question proved to be rhetorical, because all 200 people present were already converts to the philosophy.

Dr Hargreaves told them that the principle of community education was that it blurred the boundaries between educational establishments and their surrounding communities, as well as those between teachers and students, and work and leisure. It also demanded a redefinition of the concept of a community, and the abolition of age grading.

Dr Hargreaves divided the movement into three categories – traditional, reformist, and radical. The first two, he argued, could be organized within the existing framework of local politics, but the third was too revolutionary to be administered by local authorities.

The traditional schemes were based primarily on lifelong learning for all, and on consensus decision-making; the reformist looked to positive discrimination and decentralization; while the radical were dedicated to providing political education, and sought change through conflict.

Dr David Hargreaves (left) warned against premature detailed planning. Some conference members (above) discuss their philosophies.

The exponents of community education proved to be as varied as their approaches. They included seasoned community teachers and workers, as well as novices, seeking tips on how to use the problem of redundant classrooms created by falling rolls to develop community education.

At last weekend's conference, called by the Community Education Association at the London University Union, the herringbone jackets of the Home Counties sat beside the stripey jumpers and "natural" shoes of Hampstead; the mohair cardigans and woolly skirts of the shire counties next to the leather jackets of south London.

There were the radicals, reformists, and traditionalists. There were those who thought community education should be school-centred and those who believed it should be like a trawler and reach out to the furthest points of the community.

Everyone was forced to go into groups to participate in a simulated bureaucratic exercise, which entailed playing the role of headteacher, parent, or local authority member, to debate setting up a scheme.

In one group, the traditional approach certainly was not going to work. "This group is too big to get a consensus" was the first remark, immediately followed by "Can I come clean and say, I don't like simulations?" from another participant.

The group tended to fall into the trap Dr Hargreaves had warned them of, focussing on practical details before they had hammered out objectives. Thus they discussed the niceties of how to use a primary school for adult education. How could you have adults sitting in infants' chairs?

When the debates switched from fictitious Caterforum, in north-west Nethershire, to the realities of south Brent in London, the debate became more constructive.

Mr Sandy Young, the deputy head responsible for community education at Aylestone Community School in Kilburn, said the school had 143 adults on its roll, all of whom study O levels, A levels or City and Guild courses with the sixth formers. It was open from 8am to 9pm, and all its functions came under the control of the headteacher.

One of its main advantages, in his view, was that all age groups and abilities could study together. He would like the curriculum to be more adventurous, but recognized that it had to be "protected" for the statutory age groups. This was one of the limitations encountered when a school became the nucleus of a project.

A 26-year-old student at Aylestone said he left his job as a switchboard operator and went back to school because he "felt naked without qualifications".

In suit and tie, with dreadlocks below his shoulders, he said mixing with all ages at the school stopped him from becoming rigid in his views. However, he did not feel community schools would fully live up to their name and the curriculum changed to take into account the predominant ethnic groups for whom they catered.

Ada Picton, had been a keen art and craft student at the school, and gained a grade 1 CSE in the subject. Her only complaint was that there had been a big influx of pensioners, and she found some of them too talkative. "We come to school to learn . . . it is not a club," she said firmly.

Mr Harry Rée – a disciple of Henry Morris, who pioneered the first community education in Cambridgeshire, and editor of the movement's newspaper, *Network* – said the conference was the first to have brought together "such a conglomeration of people who are committed to community education". He believed the event might serve to "push the movement a little further on".

David Budge reports on last weekend's Open University Students' Association conference at York University

Rising costs provoke threat of 'action' over fees

Leaders of the OUSA have given a warning that members may withhold part of their course fee payments if there is another sharp rise in study costs next year.

Delegates voted overwhelmingly in favour of a motion calling for "direct actions" if 1986 fee increases were above the rate of inflation – a step which the university is believed to be considering.

Chris Roworth, the OUSA vice-president in charge of campaigns, told the conference: "The position is now so bad that many students are having to give up their studies because they cannot afford to go on. One survey has shown that 40 per cent of us have difficulty paying our fees".

An OU student starting this year faces the prospect of paying as much as £2,256 (at 1985 prices) to acquire an honours degree. A full credit course (six credits are required for an ordinary degree) costs £141, the summer school fee is £94 and some courses require students to spend more than £50 on books.

In the 1970s, local education authorities often helped with study costs but today less than a third of them reimburse summer school fees and only 6 per cent offer any assistance with course fees.

Additionally, OU students are now often at a serious disadvantage if they cannot afford to buy or hire a video cassette recorder. And last month the university's academic board decided that students on certain courses would have to own or have access to a home micro computer.

Several speakers at the conference said that although the OU had undoubtedly been a success, these mounting costs – coupled with reduced facilities and tutorial services – meant that students would consider switching to other universities such as Queen's, Belfast, which were competing in the part-time higher education market.

The OU's vice-chancellor, Dr John Horlock, in his speech to the conference, admitted that the reduction in Government grants to the university meant that students were beginning to have "a thinner educational experience".

He said that course materials would be reduced this year, while BBC transmissions would be cut by 25 per cent. There would be fewer tutorials and tutor-marked assignments, and some study centres would close. Furthermore, the cuts would continue into 1986 and 1987.

"We hope academic damage will not be done but we cannot be sure," he said. "The development of new courses will have to be limited and, in fact, our first language course, 'Understanding German', has had to be scrapped."

Another development mentioned by several worried delegates is the OU's new independent learner strategy, under which higher level courses will provide less page-by-page teaching guidance.

Dr Horlock assured the conference that the strategy was not being introduced in order to effect short-term economies but because the OU wanted to follow practices common at higher levels of undergraduate study in other universities.

He failed to convince many delegates, whose concern was voiced by Will Butler, vice-president (education). "Whatever the pedagogic justification for this strategy it seems certain that IL will come to mean not independent learner but isolated learner," he said.

● OUSA is to ask its 70,000 members to sign a petition calling on the Government to restore funding of the university to "a level which enables it to maintain its outstanding service".

Tutors 'patronizing'

Male OU tutors have been told that they will have to be less patronizing towards their women students if they want them to take more maths, science and technology courses.

One woman student, Jools Wallis, of Nuneaton, said she had worked hard on one technology assignment only to have it returned with the comment: "It shows a woman's touch".

"Why is it when maths, science and technology results indicate a generally higher pass rate for women that on courses such as 'Introductory Electronics' they account for only 4 per cent of students?" she asked. "I believe it is partly because it is hard to convince a male tutor that what you have to say is worth listening to.

"The OU may have more women students on maths, science and technology courses than conventional universities do, but its figures are still not good enough."

She said she would like to see a higher percentage of women tutors in maths, science and technology, and said the OU should designate certain summer schools as ones that should have a higher percentage of women.

The maths, science and technology courses might also have more appeal if their summer schools were spread over three weekends, she said, because many mothers of young children found it impossible to attend a week-long summer school.

'Graduates thrown out'

Many of the OU students expelled in the past year for failing to make adequate progress had, in fact, already graduated, the conference was told.

Penny Goddard, a Hampshire student, said that the OU had deregistered 85 people who had gained six courses credits (the number required for an ordinary degree) and were continuing towards an honours degree.

"The number of graduates who have been deregistered must have been even higher than that, however, for that figure does not include those who had credit exemptions for qualifications gained elsewhere", she said, opposing a national executive committee motion which asked conference to support the principle of deregistration.

"I fail to understand how an institution can expel its own graduates for non-progress."

Dai Bryson, an NEC member, had earlier said that the main argument for deregistration was that it helped to safeguard the university's academic credibility. Students were deregistered only if they had failed to gain any credits after four years of study.

The motion was carried.

Cool welcome for under-21s as age limit comes down

The OU's decision to admit 18 to 21-year-olds to its undergraduate programme has been greeted with something less than enthusiasm by the students' association.

OUSA has long had doubts about 18-year-olds' ability to cope with OU study techniques and has pointed to the high drop-out rate among under 21-year-olds who took part in a pilot scheme during the 1970s.

Nevertheless, 18-year-olds were admitted as associate students at the beginning of this year and from next February will be able to enrol as undergraduates.

In view of the decision, OUSA's national executive committee proposed a motion welcoming the younger students but warning that counselling services would be unable to cope with the increased workload.

Pam Hopkins, a Welsh delegate, said: "I don't think OU students really want 18 to 21-year-olds in their tutorials".

But her reservations were not shared by Chris Deery, of Leeds. "I think you are a lot of old fogeys," he said, to loud cheers. "I am dyslexic and got virtually no education at school. I was 19 when I first tried to join the OU and had to wait until I was 21."

● The conference rejected a proposal that OUSA should affiliate to the National Union of Students. Haverfordwest branch argued in favour of a united front against Government education cuts, but its motion was defeated after delegates learned that OUSA would have to pay an affiliation fee of £20,000 to the 40,000 members.

Streamlining blueprint

An OU efficiency study has recommended that a new internal management group – the Vice-Chancellor's Management Team – be set up to strengthen existing planning procedures and help the university to sustain increased activity in the face of funding cuts.

The team would develop university plans and make recommendations to the University Council for allocation of resources, within academic policies and priorities laid down by the council, an OU spokesman said this week.

The study was requested by Sir Peter Brooke, higher education minister, and carried out under a steering committee chaired by Mr Frank Ruhemann, vice-chairman of the OU Council.

The report identifies savings of £1 million a year that might be achieved.

Courses

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Applications are invited for this degree course lasting one year full-time followed by six months part-time study. The degree is designed mainly for overseas students though a small number of British teachers with overseas experience are selected each year. Next entry is September 1986.

The course includes units on Teacher Education, Economics of Education, School Organisation and Management, Social Context of Education, Curriculum Development and Microcomputing across the Curriculum. During the six months period of part-time study students are required to complete a project relating to the education system of their own countries. The content of the units is designed to relate to Europe, Africa and Asia.

Further particulars and application forms from The Admissions Officer, Stirling University, Stirling, FK9 4LA.

FEU launches scathing attack on exam bodies

by Mark Jackson

A remarkable attack on the examining bodies has been launched by the Further Education Unit, the Government-backed national advisory body for the college curriculum. It accuses them of indulging in a competitive free-for-all over 17-plus qualifications which risks deceiving students.

The principal target of the FEU board of management's criticism is the Joint Board for Pre-vocational Education, which is responsible for the new 17 plus certificate, the CPVE. But in a statement issued this week the FEU also attacks the school and FE examining bodies, and alleges they undermine the CPVE by moves which are "more related to market territories than to the creation of a more understandable and relevant structure of 17 plus education."

The FEU, which fathered the idea of rationalizing existing 17 plus pre-vocational courses into one national certificate, suggests that the Joint Board is backtracking from the concept.

It points to:

- a lack of encouragement by the board of external and local curriculum schemes;
- little guidance to school examining bodies on how to fit Certificate of Extended Education subjects into the CPVE;
- inadequate consideration of a late proposal from the Royal Society of Arts; and
- the announcement by the Business and Technician Education Council which, with City and Guilds, controls the Joint Board, of its own new competing vocational qualifications.

The FEU does not refer specifically to the division of school examining boards to go on offering CEE alongside the CPVE, but it says that the climate of ambiguity produced by the actions of the board and its members is allowing a free-for-all.

"The FEU believes that the entrepreneurism of the examination industry is getting out of hand and generating a degree of confusion dangerously near to deception," says the board of management.

It suggests that there is a lack of consensus on the extent to which the 16–17 curriculum should be subject to market forces.

Young people, it says, are bound to be apprehensive about spending a year on pre-vocational education if employers insist on job-specific skills or FE examining bodies demand specific entry qualifications to further courses. And the messages coming from the FE examining bodies on the values of broad-based training and education are just as vague and confusing as those from the employers.

The FE suggests that the confusion of new competing qualifications raises the question of whether curriculum provision should be left to independent certifying bodies responsible only to themselves. It calls on the Government to remind the Joint Board's members that they were appointed with a commitment to rationalize courses, and says it is also time for the Department of Education and Science and the Manpower Services Commission to remove some of the ambiguity from their statements on the value of broad-based pre-vocational 17-plus education and training.

Mr Basil Henson, City and Guilds controller, who is one of the secretaries of the Joint Board, said this week that he could not understand the reference to the board's treatment of examining bodies. "We are looking to the schools and colleges for curriculum submissions because we want programmes to be designed locally. The role of institutions like the examining bodies is to feed into our thinking on the curriculum framework.

"As far as competition is concerned, we can't stop the school boards running their own CEE exams, and the new Business and Technician Education Council qualification is vocational, and therefore cannot be seen as competing with our pre-vocational certificate."

Circuit training: Part of an exhibition presented by teachers and pupils from TVEI projects at the School Technology Forum Conference at Trent Polytechnic last Saturday.

2-year YTS brief hard to obey, says Commission

There is no certainty that the Manpower Services Commission will be able to deliver a two-year Youth Training Scheme on the terms the Government has laid down. Its chairman, Mr Bryan Nicholson, says: "We cannot say yet whether it can be done for the money – it could be too little or too much."

Ministers are expecting the Commission to have full plans for the second year of the YTS ready by June, but they may have to wait a bit longer. Mr Nicholson told a press conference that the Commissioners, enthusiastic though they are about the chance to provide a high quality training scheme, are not prepared to be rushed.

Mr Nicholson, asked what they would do if it became clear that the £300m that the Government was offering towards the cost of a second year of training was not enough, said that there was no question of producing an inferior cut-price version.

The Commissioners were aware that training in some sectors was more costly than in others, but would have to balance any possibility of differential funding against the need to keep the scheme as simple as possible.

A two-year training of the kind envisaged, said Mr Nicholson, could not be seen in isolation from what came before it and followed it. "We have got to look at the TVEI and NAFE, too. We are building a true tapestry of the events that occur in young people's lives before 16 and after, and trying to integrate them together."

Despite Mr Nicholson's reservations, the Commission is already moving into top gear to try to meet the deadline. Consultations will begin almost immediately with employers, unions, local authorities and various other interests. They will cover the funding, administration and content.

Government agrees to review funding for vocational schemes

The Government has agreed to a review of funding for vocational education and training to include maintenance grants for full-time vocational courses.

The investigation by the Manpower Services Commission will explore how the costs of all types of training and retraining can be met, and will take about a year.

The review, announced on Friday by the MSC's chairman, Mr Bryan Nicholson, will examine "all the available options" which would be likely to include a training tax on employers.

He would not know the terms of the remit before discussions with ministers after Easter, but the Commissioners wanted it to be as broad as possible. Mr Nicholson could not prejudge the issue but if the Commissioners were determined that the review should be wide-ranging, that meant there had to be access to all the ideas that were available.

Mr Nicholson's announcement came in response to a *TES* question about the significance of recent remarks by the MSC's director, Mr Geoffrey Holland, on the desirability of tackling the question of income support for 16- to 19-year-olds who did their training through full-time courses in schools or colleges.

Mr Nicholson said the Commissioners wanted to look at the sort of issues Mr Holland had been trailing.

The Government's decision to sanction a review represents something of a U-turn. The Commissioners first started to consider the need for such an exercise under the last chairman but one, Sir Richard O'Brien, who instructed officials to detail the options.

The report was still unpublished when Mr David Young, now Lord Young, took over the chair with his own strong view that training should be a matter for voluntary decisions by employers and those undergoing the training, who should between them bear most of the cost.

He got the Commissioners to acquiesce in a pilot programme of training loans on the understanding, or perhaps misunderstanding, that it would be in the context of an overall review of training funding.

But ministers, who shared Lord Young's predominantly ideological view of the issues, gave short shrift to the Commissioners' hopes in the White Paper *Training for Jobs* published last year. They simply said that the White Paper itself constituted a sufficient review.

The Government's change of attitude may have a good deal to do with its growing nervousness about the prospects of implementing its offer to provide a second year of training in the YTS.

Edited by Mark Jackson

Geoffrey Holland

Teacher training plans upset l.e.a.s

Local authority anger at the way the Manpower Services Commission is handling its new role as a sponsor of in-service training for secondary and college teachers has taken the Commissioners by surprise. None of the local government or education service representatives on the Commission had hinted that there was anything wrong with its approach.

The Association of Metropolitan Authorities may boycott this month's meeting of the Technical and Vocational Education Initiative national steering group because the MSC is asking it to prepare guidelines and criteria for the training. Although the £25m a year of new money that the MSC is providing is for INSET related to the TVEI, the association says that the Commission should deal with the individual local authorities directly rather than get a national body to adjudicate between their bids.

Mr Bryan Nicholson, the MSC's chairman, was startled to learn of AMA's complaint last week. "Good heavens," he said, "The last thing we want to do is to be prescriptive."

Education authorities will have to put up proposals for teacher training programmes; but there will also be a central fund to encourage national and regional initiatives.

Among the kinds of INSET to be covered will be:

- training in relevant areas of the curriculum, especially craft, design and technology, information technology, micro-electronics, business studies, and physical science;
- training to produce more practical, relevant teaching across all areas of the curriculum;
- training in new teaching approaches designed to increase the student's responsibility for his or her learning; and
- training to promote understanding of industry and commerce.

The Government intends that the interim scheme will operate until it can introduce legislation extending the Education Secretary's powers to grant aid in-service training of teachers.

Bryan Nicholson

Colleges assist exporters

Colleges in the West Midlands have formed a commercial agency to help firms improve their export prospects with special training packages in foreign laws, customs and languages.

The University of Aston, Warley College of Technology, Coventry Technical College, Solihull College of Technology, Tamworth College of Education and Gloucester College of Arts and Technology have pooled their resources to set up the agency, International Consultants, which is based at the university.

The scheme is one of 17 large projects set up so far in the Local Collaborative Projects programme funded jointly by the Department of Education and Science's PICKUP (professional, industrial and commercial updating) programme and the Manpower Services Commission.

Mr David Cregg, industrial liaison officer at Warley, said: "The project will also help people working for multi-national companies in dealing with their foreign colleagues."

The first schemes agreed include:

- helping designers of car brakes to liaise with their German sales force;
- advising a chemicals firm on safety markings required by EEC law for its tankers; and
- providing background knowledge of Chinese industry for a company exporting mining equipment.

Courses

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THE 16-PLUS CRITERIA

Susannah Kirkman completes her round-up of the criteria for GCSE subjects

Glossary of terms

Aims should consist of statements setting out the educational purposes of following a course in a particular subject at GCSE.

Assessment objectives describe the skills and abilities which are measured and recorded through assessment in a particular exam subject.

Common core (syllabus): the body of subject content and the range of skills and activities which all pupils are expected to have covered.

Course work is assessed internally by teachers for exams. It measures and encourages the development of skills which are not easily tested in timed, written exams.

Differentiated exams/components: different parts of the exam are set at varying levels of ability to meet the needs of candidates of different levels of ability.

Grade descriptions attempt to describe the expected attainment of candidates awarded Grade C and Grade F in the GCSE exam. They will eventually be superseded by the grade related criteria, which will offer more exact descriptions of what candidates must be able to do to achieve a particular grade.

History

The criteria demand more emphasis on historical reasoning and analysis rather than regurgitating facts. One of the aims is to promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference.

Pupils will be encouraged to assess the past and to use source material to interpret events. Another aim is to develop the ability to locate and extract information from primary and secondary sources, and to detect bias and to analyse and construct a logical argument from this information.

As part of assessment, candidates will have to interpret and evaluate historical evidence which will not necessarily be related to their particular syllabus.

To achieve Grade F, candidates will have to show the obvious limitations of a piece of evidence and list some of the evidence needed to reconstruct a given historical event. For Grade C, candidates must be able to demonstrate the limitations of a piece of evidence by, for instance, pointing to generalizations or the use of emotive language.

Course work counts for at least 20 per cent of the marks. There will be a common set of papers with some differentiated elements.

There is no minimum core of content so that examining groups can devise schemes which reflect local interests. But each examining group must offer at least one syllabus which "helps pupils towards an understanding of the intellectual, cultural, technological and political growth of the United Kingdom and of the effects of these developments on the lives of its citizens."

Recall, the understanding and application of skills and the use of practical skills all have the same weighting for assessment, between 20 and 40 per cent of the total marks.

Classical subjects

Different criteria apply to linguistic and non-linguistic exam courses. Syllabuses like Latin and Roman civilization will combine both types of criteria.

But in Latin and Greek courses, pupils must have studied enough literature to respond to Roman and Greek authors, as well as enough language to understand an unprepared prose passage. And they must read at least two kinds of literature from prose, poetry and drama.

Knowledge and understanding of the literature, life, history and customs of the Greek or Roman people must account for between 10 and 25 per cent of the marks in the linguistic exam.

It is up to examining groups to decide how much lexical help candidates should receive and to balance this with the difficulty of the linguistic tests. Translation must not be the only test of linguistic skills.

Coursework will count for between 20 and 50 per cent of the marks in non-linguistic subjects. It can be used to test candidates' informed, personal response to classical literature in translation.

Pupils should also show an understanding and evaluation of classical achievements, as well as an awareness of the source material from which information is derived.

Civilization should be studied through art and archaeology, as well as through other evidence. And pupils should compare their own civilization with classical civilizations and become aware of classical influences.

Knowledge and understanding should make up between 40 and 60 per cent of the marks. Evaluation, application and response should be weighted between 40 and 60 per cent, too.

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Geography

All syllabuses must now contain physical and human elements. There is an emphasis on the relevance of geography to social issues like pollution and the marked contrast in the level of economic and technological development between and within nations.

The aims include encouraging an understanding of different cultures within our own society and elsewhere and an awareness of people's interaction with environments.

There is a strong emphasis on practical skills, which should include analysis, interpretation and use of data like maps and photographs, as well as the production of graphs and diagrams.

Fieldwork is now compulsory and must be assessed by teachers. School-based assessment should count for at least 20 per cent of the total marks.

Syllabuses must contain:
- First-hand study of a small area, preferably the student's home area;
- Study of contrasting themes within the British Isles, including population, agriculture, industry and communications;
- Consideration of the UK's relationships with wider groups of nations such as the EEC;
- Study of the geographical aspects of important social and environmental issues; and
- The interrelationship and interaction between people and their environments.

Recall, the understanding and application of skills and the use of practical skills all have the same weighting for assessment, between 20 and 40 per cent of the total marks.

Social Science

The criteria concentrate on method, process and skills rather than memory recall. Interpretation, evaluation and application of material should make up between 20 and 40 per cent of the total marks, analysis, 20 to 40 per cent, organization, 20 to 30 per cent and recall, between 20 and 35 per cent.

One of the four key content areas is the handling of data. The others are knowledge, understanding and skills in three areas: social institutions and processes, politics and government and economic awareness.

Assessment objectives stress the use of source material. They include the ability to:
- Recall, organize, analyse, interpret and evaluate social scientific knowledge; and
- Distinguish between evidence and opinion, and to recognize deficiencies such as bias and inconsistency in material.

All syllabuses must give "due attention" to cross-cultural study as a method, and to promote awareness of cultural differences between and within societies. They must also include the implications of gender for the society and the individual.

Course work must contribute between 20 and 40 per cent to the final marks.

Economics

The criteria emphasize conceptual understanding and are not as descriptive as traditional syllabuses. Candidates must be able to explain and apply appropriate terminology, concepts and elementary theory and to distinguish between evidence and opinion.

Data response questions, testing the techniques which economists need to interpret data, must account for at least 20 per cent of the total marks. Candidates must show that they can select, analyse, interpret and apply data.

While knowledge and understanding should make up at least 40 per cent of the total marks, application of knowledge, analysis and judgement count for at least 60 per cent.

A minimum of 20 per cent of marks must also be awarded on the basis of course work, which has not generally been required before.

The core content includes:
- The functions of organizations and institutions like trade unions and banks;
- Economic activity as a means of achieving certain ends over time – for example, economic growth as a means of maximizing welfare; entrepreneurship as a means of providing income, employment, profits; public sector programmes;
- Economic variables and elementary theory – for example, supply and demand, competition and monopoly; and
- The interdependence of the parts of the British economy and its whole and the global interdependence of national economies.

CDT

There are three main titles for certification:
CDT: Design and Realization
CDT: Technology
CDT: Design and Communication.

But exam boards are free to submit proposals for other "endorsement titles" which describe particular areas under study. Traditional skill-based subjects like metalwork and woodwork which do not satisfy the criteria will have to be submitted under the general criteria and will not be entitled to the prefix "CDT".

The three titles have common aims, assessment objectives, grade descriptions and techniques of assessment, but separate content, and its relationship to assessment objectives is spelled out for each of the three titles. Between 30 and 50 per cent of the marks should be allocated to course work, half of which must be for practical work.

The aims include:
- Fostering awareness, understanding and expertise in those areas of creative thinking which can be expressed and developed through investigation and research, planning, designing making and evaluating and working with materials and tools.

The assessment objectives include:
- Gathering, ordering and assessing the information relevant to the solution of practical or technological problems; and
- Analysing and producing design specifications which have been self-identified or posed by others.

Home Economics

The criteria demand an integrated, problem-solving approach to home economics. The main assessment objective is to analyse situations by "identifying the human needs and material factors involved, to recognize the inter-relationships of these needs and factors," and to apply knowledge to them.

Other assessment objectives include justifying judgements and choices in the light of evidence and evaluating the effectiveness of a course of action. It will no longer be enough to make a garment; a candidate will have to show why a particular material or design was chosen.

Candidates may choose to concentrate on one or more of the major aspects of home economics – family, food, home and textiles – which will count for 60 per cent of the course. But all students must also study a common core which will be present in the main study and extend from it to the other major areas.

If the main study is the home and the theme is efficiency in household routines, then the student will have to consider the sequences for preparing food, baby-care routines and the sequencing of tasks in constructing a garment.

The common core or themes are supposed to bring the four main aspects of home economics into interaction with each other. They are: human development, health, safety and protection, efficiency, values, aesthetics and interaction with the environment.

All main studies should also include the following skills: investigation, measurement, communication, management, psycho-motor and technology.

Assessment of the core should be "diffused" through the examination as a whole rather than assessed in separate papers. Between 30 and 50 per cent of marks should be allocated to the assessment of practical work.

Religious Studies

The criteria require a broad-based study of religion which emphasizes the variety of religious faith, its place in life and the part it plays in forming human behaviour. All courses should promote an enquiring, sympathetic and critical response to the study.

All candidates should be able to show understanding of:
- Language, terms and concepts used in religion;
- The role and importance in religion of special people, writing and traditions;
- The principal beliefs of the religions studied;
- Religious and non-religious responses to contemporary moral issues;
- Questions about the meaning of life and the variety of faith; and
- Issues of belief and practice arising from the study of religion.

Candidates may either study one or two major world religions through a variety of different approaches, or make a thematic study of three major world religions under headings like "Founders" or "Leaders" or "Worship" and "Ritual".

School-based assessment should account for between 20 and 30 per cent of the marks.

Art and Design

Art advisers have welcomed the criteria. They say that most of the aims and objectives already form the basis of current good practice in schools, but the criteria will give pupils the chance to express themselves in a far broader way. The aims include the development of manipulative skills as well as the encouragement of intuitive and analytical abilities.

There is also relief that for the first time all exams are to be scrutinized, which will ensure comparability of standards between different boards.

Some teachers may be disappointed that critical and historical studies are not an exam requirement, although one of the subject's aims is to increase understanding of the work of artists, designers, architects and craftsmen.

Other aims include the:
- Development of visual and intellectual awareness through practical skills, relevant theory and "conscious decisions based on intuitive, analytical and synthesizing processes";
- Use of a wide range of materials and techniques in which to work and experiment; and
- Encouragement of the ability to identify and solve problems in a tactile form and relate abstract ideas to practical outcomes.

Pupils may choose to concentrate on one area from the following assessment: drawing and painting; graphics; textiles; three dimensional studies; or photography. Or they may submit work based on several areas.

Coursework should count for at least 25 per cent of the final mark.

A "controlled test" where candidates work to a brief within a time limit, will make up at least another 25 per cent of the marks. Some schemes will allow teachers to set and assess coursework and controlled tests.

Computer Studies

The criteria aims include:
- Fostering an awareness of what characterizes information, information processing and computer systems;
- Developing reasoning, judgement and persistence in applying, creatively, information processing technology to problems which are relevant and worthwhile to the student; and
- Developing an awareness of the ethical, social, economic and political consequences of the use of computers.

The five assessment objectives include:
- ☐ Showing a knowledge and understanding of the techniques used to solve problems;
- ☐ Using computers sensibly to produce solutions to appropriate problems and document their solutions; and
- ☐ Demonstrating a knowledge and understanding of the functions of the main hardware and software components of a computer system and their relationships with the presentation of stored data and programs.

Weightings are given to each of the assessment objectives. Differentiated papers or questions will be used in schemes of assessment.

Sixty per cent of assessment will be based on timed written papers. A candidate's use of computers can only be tested through school-based continuous assessment by teachers. Additional assessment objectives can be added to the syllabus.

The criteria are basically the same as those proposed by the GCE and CSE Boards' Joint Council in 1983.

Business Studies

The business studies criteria take a more detailed look at the world of work than some courses in the past. One of the aims is to "promote knowledge and appreciations of the working world" and to encourage students to participate in society "through group activity within the classroom and direct experience outside it."

There must also be "significant coverage of the roles and relationships in which the student is likely to be involved as a participant in business behaviour."

The criteria offer an integrated course, rejecting the commerce, economics and accounting options which were first proposed. There are five essential areas of study: the external environment of the business, business structure and organization, business behaviour, people in business and aiding and controlling business activity.

Syllabuses can either be entirely based on the core content, or examining groups can offer an option based on one of the core areas which would account for 20 per cent of the syllabus.

One of the aims is to develop numeracy, literacy and discovery skills; recall of knowledge only accounts for 40 per cent of the total marks. Yet many advisers still feel that the aims are based too much on content and not enough on skills, and that the approach is too academic.

Course work should make up between 20 and 40 per cent of the marks and might include project work or cross-modular assignments which offer students the opportunity to work together in groups.

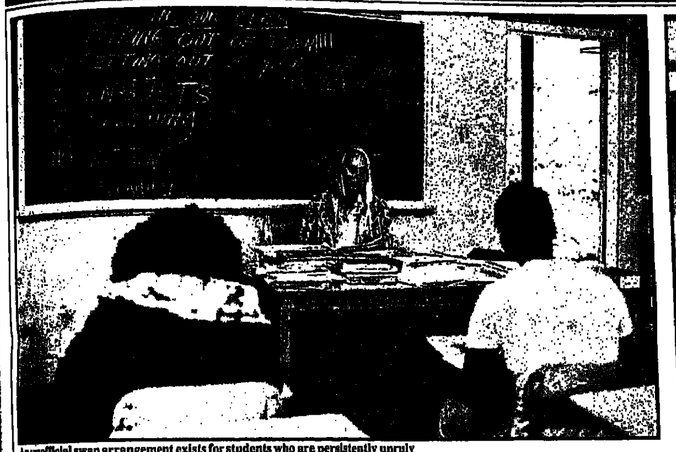
Music

The criteria are more concerned with making music and listening to it than with facts about the people who wrote it. They reject the traditional academic approach and substitute three main content areas: listening, performing and composing.

Candidates must be able to respond critically to a wide variety of styles as part of the listening test. They should be able to follow a score and identify different styles of music.

Performing unseen and unrehearsed music is another assessment objective. Candidates may sing or use any instrument they choose, and may play any style of music, including pop, folk or Afro-Caribbean.

They must also be able to sing or play as part of an ensemble as it is felt that this will give them a chance to develop their leisure interests, as well as to learn the cooperative skills needed to make music. Students must be able to improvise.



An unofficial swap arrangement exists for students who are persistently unruly

Where teachers go armed with more than knowledge

UNITED STATES

Bill Norris reports on the murder, arson and assault rife in many city schools

Truancy, vandalism and theft were once common problems in America's schools. Indeed they still are but have been joined by a more sinister trio: murder, arson and assault. Small wonder that urban school systems are offering "combat pay" to teachers required to work in "high crime" schools.

The violence is not universal: it is mainly confined to the large urban areas with their heavy concentrations of racially mixed, poor and disadvantaged children.

But it is bad enough for the American Federation of Teachers to set up a national commission on school violence, which has just begun hearing evidence from dozens of witnesses in Detroit.

In Detroit, 120 students were shot in school last year. And teachers have been assaulted so often that they no longer conduct after-school or evening parent-teacher conferences. At the same time school security officers conduct frequent spot-checks with portable metal detectors to keep out the guns and knives.

In Los Angeles, where teachers are assaulted at the rate of more than one a day, there is a school security force of 302 armed guards and a budget of $12 million (£10 million) to keep the violence in check.

As part of this the Los Angeles schools operate a "closed gate" policy: only the front door of the building is unlocked to allow pupils and teachers in. Once they are inside, all the gates are locked and armed guards monitor the hallways. No one gets out until the final bell.

Even so, California's teachers remain unimpressed. A poll last year showed that 60 per cent of Los Angeles teachers feel unsafe at school. According to their local union president, Wayne Johnson, they need "aggressive support", although he does not specify how "aggressive" the security measures should be.

The situation in New York is similar. There, about 3,000 teachers are assaulted every year. Half these attacks are non-physical harassment.

The school authorities employ more than 2,000 security guards at enormous cost. The budget for vandalism and damage to schools runs into several million dollars annually.

As yet, the New York school security system has not resorted to firearms. And Ed Muir, chairman of the United Federation of Teachers School Safety Committee, says they hope to avoid doing so.

Teachers are being instructed on ways to defuse potentially dangerous situations. Mr Muir said: "We're telling our teachers to be careful about triggering fights in the classroom. For instance, if a student threatens to march out of a class, the teacher should not respond by saying, 'You're leaving this room over my dead body,' because the student just might try to arrange that."

This softly-softly policy seems to be having some effect. There has been a slight fall in recent years in the number of chronically-unsafe schools in New York. A high school is rated unsafe if it has 20 or more violent incidents a year. Middle schools get this rating with 10 incidents, and elementary schools with five. Being thus rated for three years in a row a school is deemed chronically unsafe.

Technology, too, is playing its part in school crime. Students in New York City schools now use magnetic cards to unlock the front doors and get into their classrooms, and two-way closed circuit television watches over the hallways and doors.

Alternative schools have been set up for the most disruptive children. But such institutions, with their smaller pupil-teacher ratio, are costly. There are not enough of them to cope with the problem.

As a result something called the "lemon market" – a term which could surely only have been coined in New York – operates a sort of unofficial swap-shop between school principals. Faced with a disruptive child for whom no alternative school place is available, the principal will ring round his colleagues until he finds one with a similar problem. Or, as Mr Muir puts it: "The principal calls up another principal and says 'I'll trade you a banana for a coconut'."

The two troublesome students then exchange schools. And removed from the audience of their friends, they generally settle down. At least for a while. Considering the magnitude of the problem, principals in New York go to surprising lengths to avoid the final sanction of expulsion.

Not all school districts have the resources of Los Angeles, Detroit or New York, to cope with crime and violence. Fortunately few of them have the same degree of trouble, either. For the past two years the United States justice and education departments have been working on a joint pilot project to find out how the average school can best combat crime and violence.

In the three areas chosen for study – two in Florida and one in Illinois – school administrators have been taught how to use law enforcement techniques and technology to fight their problem. But teachers have been reluctant to involve the police.

Unfortunately this unwillingness to prosecute the students has rebounded on them. There have been several cases of school administrators being sued by parents of students assaulted by other children, on the grounds that the school should have known of the culprit's violent nature.

Despite the presence of security guards 120 students were shot in Detroit last year

Lowest paid staff win new deal after wildcat strikes

Four weeks of wildcat strikes in Mississippi have ended in victory for the teachers, *writes Bill Norris*. After a series of dramatic events the state legislature has approved a new pay deal which will give teachers an across-the-board pay rise of $4,400 (about £3,600) over three years.

The 28,000 teachers have not gained the $7,000 rise over two years they were asking for. But they have got considerably more than looked likely when the strike began.

Since the dispute started many teachers have been fired and union officials have been found guilty of criminal contempt for calling a state-wide strike in defiance of a restraining order.

But the dismissed teachers will be getting their jobs back, simply because there is no one to take their place.

Teacher pay in Mississippi, an average of $16,960 (about £13,300) per year, is the lowest in the United States. "I don't have a queue of applicants beating down my door," says one school administrator.

From the outset of the strike, which at its peak involved more than a third of the state's teachers, the union faced the tough opposition from the governor, Mr Bill Allain. He opposed the pay rises on the grounds that they would require increases in local taxation (on soft drinks and sales of new cars) to raise the extra $71 million.

At the eleventh hour, he attempted to veto the Bill which would implement the new agreement. But the governor was overridden by the legislature, both houses of which voted overwhelmingly for the pay deal which now has the force of law.

Despite its gains the Mississippi Education Association, the state's largest teachers' union, is not completely happy. As a part of the package they had to accept a strict anti-strike agreement whereby striking teachers will be fired, and only re-hired if there is an emergency shortage in the classrooms. In addition, school board members and administrators who refuse to dismiss striking teachers will be liable to fines.

The union will try to get these provisions repealed.

Canada threat on UNESCO

Canada has hardened its stance towards UNESCO, hinting for the first time that it could follow the United States and pull out unless internal reforms are made by this autumn.

In a debate before an executive board meeting at the Paris-based UNESCO, Mr Ian Clark, Canadian Ambassador, said that failure to grant observer status to an American mission at UNESCO "would have serious repercussions – possibly at the highest level, in terms of (Canada's) present determination to strive for reforms from within".

Mr Clark said: "There is no doubt that we are putting more pressure on now than we were before."

His intervention during the board meeting was seen by several observers as a sign that Canada has shed the more private tone that has so far characterized its position in the UNESCO debate in favour of a more pro-American position.

Borstal for maize protesters

KENYA

Four students who burned down their own school in protest at being asked to eat yellow maize from the United States have been committed to a borstal institution for an indefinite period.

The students, aged between 16 and 17 years, who admitted the offence, were among 200 students who participated in burning down their school classrooms, library and an administration complex for being fed with the American-donated yellow maize. They described it as unfit for human consumption, and complained of lack of water in the school and bad administration of the school by Mr James Mwangi Kamau, the headmaster.

Sentencing at a court in Murang'a, Mr John Amendi, the magistrate, said that it was unfortunate that the accused were under 18 but added: "I recommend they be subjected to a sharp, short, shock treatment which will make them law abiding citizens." He explained that "this kind of treatment was available in our borstal institutions".

Mr Kamau said in evidence that he was unable to obtain white maize meal from National Cereal Board stores. He understood that students were not happy with being given yellow maize, and felt it was unfortunate that students failed to grasp the reason that the country was faced with shortage of white maize due to drought.

The yellow maize is unpopular among Kenyan rural communities, and white maize is the largest single crop eaten there.

Kenya had to accept the yellow maize from the US and other donor countries when drought affected its own maize yields.

Parents of students plan to raise funds for a building programme out of Kamburat. The area district commissioner has appealed for assurance of no more destruction to schools.

Wachira Kigotho

14 – 18
PRE-VOCATIONAL EDUCATION

This 2-page report, first published in The Times Educational Supplement on January 11, explores the range of courses on offer.

The feature includes reports on TVEI, CPVE, the CGLI pre-vocational courses certificates and the BTEC General Awards in Business Studies.

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(0358)

OVERSEAS

Mary Follain on a bid to improve public opinion of the school system

Express need for good publicity

FRANCE

The French education ministry is spending at least eight million francs (£670,000) on a publicity campaign to put state education back on the rails – by sending a specially decked-out train around the country with an exhibition on board.

M Jean-Pierre Chevènement, Education Minister, says: "Everyone talks about schools, but schools rarely talk about themselves. Few people know what they are really like today and public opinion is more sensitive to failure than to success."

He is confident that the state system can only benefit from greater openness and that the campaign which he has christened *Vive l'Ecole* will show people that its achievements outweigh its shortcomings.

The train with its nine specially equipped carriages will tour France for 45 days, stopping at 33 towns on the way, linking up as it does so with "education weeks" organized by local officials in the various regions.

M Chevènement will officiate at its send-off in Lille on April 15 and again in Toulouse, Aix-en-Provence, Grenoble, not forgetting Belfort, his home town, of which he is the mayor, before finishing up in Paris on May 31.

The secretaries of state for the universities and for technical education will be on the locomotives for discussion at stops as far apart as Rennes, Strasbourg and Nice. The debate will be filmed in a television studio on the train and relayed by closed circuit. A compartment will be set aside for the rector of each region (the most important area education official), who will hold discussions with local dignitaries and industrialists.

M Chevènement sees the train as a shop-window for education. The public can ask questions of a committee of educationists who will also guide them round the train's compartments to look at books and publications, videos and data banks.

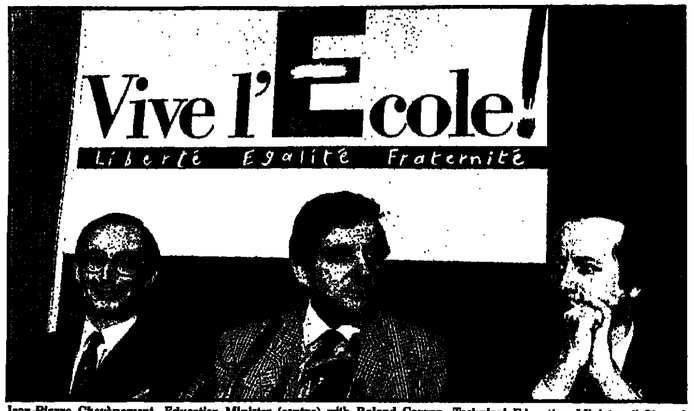
On exhibition will be the computer hardware which the ministry is rushing into schools this year. Some visitors will be able to record their impressions and these may be taken up for debate. One likely comment, however, is that the money could have been better spent since French schools are suffering financially.

M Chevènement dismisses the cost as negligible. "It only represents a one millionth part of the total education budget and works out at less than 50 centimes (5 pence) per pupil," he says. He obviously believed that the *Vive l'Ecole* campaign is worth every centime if it can raise the status of education after the criticism which hit it during its collision with the private system last summer.

The education minister's own image is in little need of refurbishing. He leapt several points in the opinion polls last month and his policies are more popular than the left-wing, wide-sweeping plans of his predecessor, M Alain Savary, who resigned last summer. His insistence on discipline, effort and good citizenship; on old-fashioned values and the three Rs has reassured parents and teachers who have felt disappointed with so-called pedagogical innovation over the past 20 years.

M Chevènement's reform of primary education to be published this month rests on the maxim that the main function of primary schools is to instruct and teach the basic skills. His message is well received by parents.

Christopher Follett



Jean-Pierre Chevènement, Education Minister (centre) with Roland Carraz, Technical Education Minister (left) and Roger-Gerard Schwartezenberg, University Minister.

Icelanders win 60% pay rises

Teachers in secondary schools have ended their 25-day strike after the Icelandic government agreed to increase its pay offer.

The original offer of a 30 per cent increase has given way to rises of up to 60 per cent.

About 10,000 of Iceland's 14,000 youngsters in upper secondary schools were affected by the strike in support of a demand for a 90 per cent pay increase.

In its response, the government acknowledged that teachers had slipped down the wages league – and special wages courts are to decide their pay levels.

Five hundred teachers had submitted three months notice *en masse* prior to going on strike on March 1. The action, supported by the Icelandic teachers' and academics' unions, culminated in a one-day general strike by all state and private school teachers. Large demonstrations were staged in Reykjavik.

Upper secondary schools and institutes of further education were thrown into disarray, leading parents to threaten legal action against the state.

Despite affluence and one of the world's lowest unemployment rates, discontent has grown in the country about the government's handling of the economy. The inflation rate is at the root of the problem. It averaged 55 per cent a year between 1977 and 1983.

Between 1982 and 1983 the value of Iceland's currency fell by 83 per cent. At one stage in 1983, the rise in its cost of living reached an astronomical annual rate of 130 per cent. Today, however, inflation is down to just over 20 per cent, but the real purchasing power of wages has fallen by 40 per cent in the past year.

Christopher Follett

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Chance to specialize

SWEDEN

Reform of teacher training for comprehensive schools in Sweden has been proposed in a Bill presented to Parliament by the Ministry of Education. One of its main objectives is the introduction of compulsory specialization in order to improve the teaching of "basics" such as reading, writing and mathematics.

Another Bill before Parliament seeks far-reaching changes in the job structure of teachers employed in Sweden's higher education system.

Teacher-training colleges are to offer four alternative programmes of specialization. They are civic education and the Swedish language, or scientific subjects including mathematics, or Swedish and two other languages or a combination of practical and aesthetic subjects in addition to either mathematics, Swedish or a foreign language.

No changes are proposed in teacher training for upper secondary schools as it already requires specialization in two main subjects. The proposed reforms will extend the training of teachers for comprehensive schools by up to 18 months, making the total training period between three-and-a-half and four-and-a-half years.

The second Bill introduced by the ministry calls for the replacement of many existing teacher and researcher categories in higher education by the following three main classifications – professors, lecturers holding a doctorate or equivalent, and others holding a basic university degree. The Bill also seeks to further the decentralization of administration by making educational institutions responsible for hiring their own teachers, with the central government retaining control over the appointment of full professors.

The government wants to promote links between education and industry by removing administrative restrictions hitherto preventing academics in most job categories from combining teaching with research work.

Thomas Land

Strike in Chile after union leader found dead

Teachers in Chile staged a 24-hour strike on Tuesday after a leader of the country's teachers' union was found with his throat cut and his body showing signs of torture in a country road just outside the capital city, Santiago.

Senor Manuel Guerrero, 36, president of the Santiago Teachers' Association, which is opposed to the military government, was abducted from the gates of his school on Friday by armed civilians – together with a parent of pupils at his school, Sr Jose Manuel Parada, who worked in the legal department of the Catholic Church's human rights office.

Sr Parada's body was also found in the same place and a teacher at the school, Sr Leopoldo Munoz, was gravely ill in hospital after being shot in the stomach trying to prevent the kidnapping.

The body of a third Chilean, Sr Santiago Nattino, a draughtsman, was also found. His relatives said he had disappeared on Thursday afternoon.

Seven people were hurt outside Santiago Cathedral on Sunday afternoon as riot police broke up demonstrations over the killings, according to witnesses present.

In addition, *The TES* was told, the offices of the teachers' union were broken into and damaged by police as union members were awaiting the arrival of Sr Guerrero's body for a "lying in state" in his honour.

Reports also said that four other union leaders, including Sr Alejandro Traverso, its general secretary, had been kidnapped the previous Thursday evening. However, they were released at the weekend in different parts of Santiago.

The teachers' association has been critical of the military government of President Pinochet – and it is believed the trio were killed by pro-government death squads for their involvement with the Communist Party, which had governed the country until a military coup forced them out of office.

At the time of going to press, it was not known how successful the 24-hour strike call had been – bearing in mind that a news blackout coupled with fears of retaliation and the relatively short time the union had to organize a national stoppage were likely to limit the number of teachers involved in it.

A core with flexibility

A national core curriculum has been proposed for India's schools, but it is to be one with a flexible framework to allow individual schools in different states to provide specific local topics of study.

Its purpose would not be to impose federal control on learning, but to reduce disparities and to prevent "islands of elitism" from springing up.

The curriculum has been recommended by the National Council for Educational Research and Training, a federal advisory body which carried out a year-long study in four Indian states and some Delhi schools. Three aspects of the present curriculum were investigated: its length, the course content, and the language used in textbooks.

The study found that schools, on average, worked only 150 to 170 days a year; average class size, even in private schools, could be as high as 50.

Teachers were seen to shift responsibility to parents by increasing homework. Primary teachers were particularly ill-equipped for a job requiring them to teach all subjects. Regular in-service training has been urgently recommended.

Dr P L Malhotra, NCERT director, says the new curriculum will be ready in July. It is to have a minimum of information and is to avoid the surfeit of it in textbooks, as the study found that private schools often used three textbooks where one had been recommended.

A S Abraham

LETTERS

Baroness Warnock's BBC TV Dimbleby Lecture on the state of teaching has brought strong reactions.

Reinforcing the shallow stereotype of parents

Sir – Baroness Warnock spoke much good sense. But what a great pity that she should use her influence to reinforce the shallow stereotypes of parental attitudes already far too prevalent among teachers.

There are, she implied, only two types of parents – the pushing and the indifferent, both inimical to the teacher's work. Parents should not be allowed near class teachers, and the head's wisest course, one gathered, is to put them firmly in their place from the outset. The only legitimate function of a PTA is to raise money for the school!

I have been a teacher, a parent, and a child; as educational psychologist my role was frequently to interpret the views of these three parties to one another and to see some constructive harmonization of their respective outlooks. Of course one meets, among the interested, cooperative majority, some unsatisfactory attitudes in parents, as in children and – yes, even in teachers.

With goodwill the dissonances can usually be resolved. Without it, children's loyalties are divided and they suffer emotionally and educationally. That, I am certain, Baroness Warnock knows and deplores. But to repudiate, as she did, the enlightened concept enunciated in the report of her own committee on special educational needs – the concept of a *partnership* between teachers and parents in the educational process as a whole – is surely a retrograde step likely to widen yet another split in our society. Has she ever asked the children she champions so warmly how *they* would like to see their parents and teachers relating to one another?

TERENCE MOORE
Professor Emeritus
30 Lashbrooks Road
Uckfield
East Sussex

Baroness Warnock

All have a say

Sir – In her lecture, Baroness Warnock made the useful point that we need a united teaching profession, with a council of policy and power – which indeed seemed a real possibility about 30 years ago.

Regrettably the general tone of her talk seemed that of an erstwhile grammar school headmistress who had a limited view of parents as either "pushy" or "indifferent". In fact, parents and other members of the communities which surround our schools are increasingly becoming important contributors to the whole educational upbringing of children.

Many people other than teachers have skills, interests and real knowledge to contribute, and which they readily share when encouraged so to do; we should rejoice in their giving and caring.

The National Association for Primary Education came into being precisely in order to bring together all who are concerned to improve the education of all our children.

Of course we need teachers who know more about more and with greater competence comes confidence, but though schooling is a very important part of education, the future is a whole responsibility for all of us gladly to accept, to become involved with, and to pay for.

LEN COWEE
Formerly Staff Inspector for Primary and Special Education
Surrey

Olive branch

Sir – Baroness Warnock's lecture must be seen as the most fertile olive branch ever to hang over the educational garden.

That the profession and education is in a sorry state cannot be denied. The pages of *The TES* and the press in general bear testament to that fact, especially in recent months.

Talk to those involved – the teachers, advisers, inspectorate, i.e.a. officials and others. All testify that something needs to be done to provide help both for the content and status of education and salaries. Few enjoy the methods being employed at present supposedly to reach the end.

But there is hope and a desire to improve. There is drive and energy which should surely be directed to positive ends, not towards division and conflict.

There is a great opportunity which has been clearly and concisely presented by Mary Warnock. Surely we should grasp the fruitful branch she offered and not merely pluck the fruit and fling it in all directions to create greater and possibly even more wounding division and, in professional terms at the very least, failure.

There has quite possibly never been a better time to act. Who will begin?

ROGER FLACK
Headteacher
Nassington county primary school
Nassington
Peterborough

Correct analysis

Sir – I am a graduate teacher and have taught in middle schools for 11 years. I took great interest in two speeches last month. One was Baroness Warnock's lecture and the second was Mrs Thatcher's speech in Newcastle.

Baroness Warnock threw a lifebelt of hope to the teachers drowning in a sea of low morale, disrespect and failing confidence – a failing confidence in Sir Keith Joseph, the employing authorities and, dare I say, the teachers' professional associations who have now been forced into a corner and, finally, after years of sitting, have had to resort to "common" disruptive measures of striking and withdrawal of goodwill.

Baroness Warnock gave an overwhelmingly sensible account of the teachers' dilemma and the course of action needed to put the house in order. We certainly need to improve our confidence and be more professional. I would welcome a system of assessment controlled by a body of teachers.

The suggestion of teacher/tutors to help train new teachers gives aspiring classroom practitioners a worthwhile position to aim for and would certainly help students where they need help most – in the classroom.

Her comments on the restructuring of the teaching career and associated salaries breathe an air of hope for ambitious teachers whose only chance for promotion is very limited or eventually takes them out of the classroom.

It was very sad that Mrs Thatcher did not clearly congratulate Baroness Warnock for her commonsense and vision instead of implying that clerics and dons were not worth listening to. However, Mrs Thatcher did point out that one of the priority tasks in dealing with unemployment was "better education and training".

Baroness Warnock has provided the blueprint, Mrs Thatcher has highlighted the importance of education, meanwhile I, the lone teacher, wait at the chalkface in hope, desperate hope, for something to be done.

J R LONGCROFT-NEAL
82 Charnwood Drive
Hartshill
Nuneaton
Warwickshire

Think again

Sir – Baroness Warnock's lecture contained quantities of common sense and sound educational ideals, delivered with considerable conviction. However, I wonder if she has given deep enough thought to one of her major points, that of the concept of teacher-tutors.

In theory, many of us would agree that teacher trainers often lack sufficient up-to-date knowledge of schools and are divorced from the realities of the classroom as well as from interaction with the main bulk of the teaching profession. But, similarly, many teachers, for a variety of reasons, are equally distanced from current educational developments and innovations and have settled comfortably into doing a competent but mundane job of teaching.

My other objection lies with the children. If these teacher-tutors par excellence are to spend 50 per cent of their time and energies with a group of students in a "sitting next to Nelly" situation and the other half in maintaining their position as the crème-de-la-crème of class teachers where does this leave the children?

Baroness Warnock emphasized early in her lecture that the special relationship established by each teacher with individual children is vital to the process of education but what will be the effect on this affective interaction if the teacher is tutoring other adults?

A further complication is that any classroom activities undertaken with young children automatically take on a slightly different dimension when other adults are present and trying to relate equally with the teacher and the children spontaneously.

My concern, as a head of a first school, would be that the undoubted gain to the student teacher in competence and confidence could well be made at the expense of the children. Any reform, however desperately needed, must view the problems from every angle.

JANET MOYLES
Headteacher
Wolston St Margaret's CE (C) first school and nursery
Brookside
Main Street
Wolston
Nr Coventry

No selection

Sir – I did not have the benefit of hearing the full exposition of Baroness Warnock's views. However, I wish to oppose her proposal to designate a selected quota of "teaching schools" as described in your summary of the lecture (*TES*, March 22). Such an action would reintroduce a form of selective schooling.

In an area with one "teaching school" among others, there would be only one school worth attending as a pupil or as a teacher. Pupils would benefit from extensive innovation and evaluation; teacher tutors would be revitalized by the time awarded for reflection.

As a student for a teaching qualification I found teaching practice in a variety of schools to be the most valuable element of my course.

As a teacher I am refreshed by the exchange of views with teachers in training. I believe that the responsibility for training should be shared among all to the benefit of all.

A D BYRNE
Uckfield School
East Sussex

Suiting students

Sir – It is quite clear that the principal of Wakefield District College has only recently taken to reading *The TES*. Regular readers will have a full awareness of the reasons for the need for the continuing of the Certificate of Extended Education as will all thinking teachers.

Who is "Fighting shy of CPVE challenge?" (*TES*, March 22) Those who look to the needs of pupils in secondary schools appreciate that there is a need for Certificate of Pre-vocational Education type courses, but also the need for CEE courses. The arguments for both are self-evident for those who are cognisant of the content and aims of both types of certification.

Many students are not prepared to take on the package deal that CPVE offers, since they will be required to study and be assessed in areas in which they already have achieved success. As a consequence, these latter wish to consolidate areas where they have not succeeded and so welcome the single subject opportunity that CEE offers. In the Yorkshire and Humberside Regional Examinations Board area alone there were 5,388 entries in 1984 who studied and were assessed in CEE subject areas. The aim, of course, is to have acceptable qualifications to be accepted for their chosen vocation.

Those who think comprehensively about the needs of pupils never fight shy of ensuring that there are as many avenues as possible for students to take in order to be equipped to enter the vocation of their choice.

Schools do not decide to do what is best for schools, but do in fact, endeavour to offer what is best for the students. A fact that Mr Ruddiman does, or should, already know.

JOHN SNOWDON
Headmaster
Outwood Grange School
Potovens Lane
Outwood
Wakefield

Wrong quote

Sir – Mary Hoffman is very generous in her treatment of my book, *Reading and Righting* (*TES*, March 22). But on a point of strict accuracy the book does not have "Red Inglis saying certain books are wonderful "whether or not your child can read them", but that they are wonderful "whether or not your child can make head nor tail of them".

That could make a difference to the child, to Mr Inglis and to me.

ROBERT LEESON
18 Mackenzie Road
Bournemouth

Swann summary

Sir – The Runnymede Trust is preparing a brief summary of the contents of the Swann Report, "Education for all". It will be available from this address on May 3 priced 50p plus postage.

We had intended, before the report appeared, to do such a summary as one of our regular monthly background papers, but there is a particular reason why we think your readers would be glad to know of it. The "guide" to the report which the DES has issued does not include the conclusions or the recommendations of the report, nor does it summarize the contents of all the chapters. The chapter on racism, for instance, is not even mentioned.

Since the price of £24.00 for the full report will undoubtedly prevent many people from reading it, we hope to make available a clear description of its many points at a price that teachers and parents will welcome.

ANN DUMMETT
Director
The Runnymede Trust
37a Gray's Inn Road
London WC1

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

REVISED INTEREST RATES
From 1st April 1985

Type of Account	Net %	Gross Equivalent* %
ORDINARY INVESTMENT	8.75	12.50
BULLION SHARES	10.15	14.50
MONTHLY CONTRACT	9.75	13.93
FIXED TERM SHARES		
3 Years	9.75	13.93
5 Years (Closed)	10.25	14.64
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LETTERS

Taking action that would make the DES sit up

Sir – Most teachers would agree that the present industrial action is ineffective. It disrupts schools and pupils, alienates public opinion, costs the unions money, adds to l.e.a. expenditure (when they are willing to talk and have no money to spare) and has little impact on the DES.

I would like to propose an alternative action which would not disrupt schools, would not adversely affect public opinion, cost the unions and l.e.a.s nothing but would impinge directly on the DES. My suggestion is simply to withdraw cooperation with teacher training – that is, to refuse to supervise students on teaching practice. (As I understand it, such supervision is purely voluntary and is in no way written into teachers' contracts.)

What effect would this action have? It would, of course, stop teacher training – unless the DES were to decide that teaching practice was no longer necessary which, with the present comments about incompetent teachers, would be politically unacceptable. I suggest that the DES would be most concerned if it knew that there would be no recruits to the profession while the action lasted. Obviously, those organizing PGCE and BEd courses would be upset, but any industrial action is bound to hurt someone, and I am sure they would survive.

Would-be teachers would need to consider their position before enrolling on courses but should be able to understand that their possible sacrifice was in the best long-term interests of the profession while unemployed teachers would have a better opportunity of finding a job.

This proposal probably has some drawbacks but I have yet to see what they are – it seems a very easy, gentle but insidiously effective attack on the DES and could command the support of all teachers, to whichever professional organization they belonged. Perhaps our leaders will consider this plan.

P THORNE
Barlby High School
York Road
Barlby
Selby
North Yorkshire

Pay challenge

Sir – Two statements on the pay of schoolteachers have recently appeared in the press and have largely gone unchallenged. As an organization related indirectly to and having close knowledge of the problems of schoolteachers we feel able to comment with some confidence.

Firstly, it has been stated that teachers' pay has kept pace with inflation since the June 1979 General Elections. At the time of that election, a review of teacher salaries was undertaken because salaries had fallen so far behind those of comparable groups. This culminated in the so-called Clegg Report which gave rises of up to 20 per cent to the various groups to teachers. It therefore follows that, if teachers' salaries have only kept pace with price inflation since 1979, they have fallen by up to 20 per cent in real terms compared with the salaries set by an independent body in 1979.

Moreover, since average salaries of other workers have risen by some 10 per cent in real terms since 1979, it follows that an independent review might be expected to grant a rise in 1985 of some 30 per cent to restore comparabilities. (This figure ignores the fact that, at the time of the Clegg Report, it was generally considered that the rises granted were held down below 20 per cent simply because the true rise needed – nearer 30 per cent – was felt to be too much to be publicly acceptable.)

In view of these figures, the 12.5 per cent rise claimed by the teachers and the 4 per cent offered by the DES and local authorities must be set against the 30 per cent (or even 40 per cent) decline in real comparative salaries.

Second, it has been stated that teachers are using the future careers of pupils as a means of exerting blackmailing pressure on the local authorities and Government.

Publicity seekers

Sir – We welcome the proposal made in a letter from six members of the staff of Nicholas Breakspear School, St Albans (*TES*, March 15).

We belong to different unions, but are united in wishing to achieve a fair pay settlement without industrial action, if other ways can be effective. A massive publicity drive might gain the sympathy of the public and the employers. We would be willing, if necessary, to forfeit a day's pay to finance such publicity.

Will the unions take this up and organize it? We encourage the authors to take this further in whatever way they can.

JANET GILBRAITH and
21 others
Long Road Sixth-Form College
Cambridge

On the contrary, soundings indicate an almost total reluctance on the part of schoolteachers to take action which will damage the examination prospects of their pupils. The no-strike union, the Professional Association of Teachers, reports an increased membership of 100 per day. It appears that there will not be an effective strike of teachers causing a breakdown in the production of qualified pupils once and for all. There will rather be either an exodus from the profession of those who can find better employment elsewhere (and that will be most of those teaching in subjects on which the nation's future depends) or there will be an increasing failure of the education service to recruit the teachers it needs and who are already in dangerously short supply, or both.

Lecturers in polytechnics, as in universities, are painfully aware of the effects of the present shortage of specialist teachers in schools. The question must be asked whether it is better for the Government to wait for a collapse of teaching in certain subjects as teachers leave and are not replaced or to take steps to ensure that the necessary teachers are recruited at competitive salaries.

It is clear from the many signals received that what the local authorities and Government cannot do is to assume that qualified teachers who are graduates in specialist subjects – mathematics, sciences, or languages – will sacrifice their families in order to protect their pupils. That would amount to blackmail in a totally different sense. Unfortunately, if the specialist teachers are lost to the profession, there will be an ethos generated which will continue shortages in these areas for many years to come.

Dr A J POINTON
National secretary
Association of Polytechnic Teachers
27 Elphinstone Road
Southsea, Hampshire

Big heads

Sir – Can you really be serious in reporting that the National Association of Head Teachers hopes to establish separate pay bargaining for headteachers, (*TES*, March 22) and that the NAHT argues in support of its case "that senior local government officers such as chief education officers negotiate separately from town hall staff"?

Presumably the headteacher of a small school of 60 pupils is to be compared with the director of education, whereas the head of a large mathematics department in a school of 1,500 pupils is merely "town hall staff".

The idea is quite absurd. The NAHT takes the term "headteachers" far too seriously. The term does not denote some sort of senior rank above all other ranks. It is merely a job description which can indeed mean something akin to the captain of the *QE2* but can also mean something much more akin to the skipper of a two-man fishing boat.

The NAHT needs to be reminded that there are heads of departments in large schools who exercise onerous responsibilities which are far greater in range than those exercised by heads of small schools. The term "headteacher" covers such a wide range of possible activities that it has become largely unhelpful, and indeed highly misleading.

JOHN KELLY
4 Gwynant Crescent
Cardiff

Object of talk

Sir – I should be grateful if you would allow me to explain one or two points with regard to N B's article "Art at the Athenaeum" (*TES*, February 22).

The nature of the courses and activities that we offer from the Athenaeum is very complex and it is quite difficult to explain everything in detail in a short interview of one hour. N B has clearly anchored onto some of the more adventurous practical activities that we involve children, and adults, in. I find that very understandable because these activities are quite exciting and make powerful, memorable images. However, I would be pleased if I could be allowed to explain to your readers that N B's opening statement is not exactly correct.

Although we do involve children in practical approaches whenever we can, we do quite often have sessions where we talk to groups in front of the objects. This would be partly in the way of an explanatory session and partly in the form of a question and answer activity, and frequently this would serve as a preamble to a practical worksheet project, which would later be discussed again with the group and used for follow-up work back at school.

Also, in addition to emphasizing a cross-curricular approach where "art" can service several subject areas, we have designed visits so that visiting groups experience the fascinating inter-relationships between different specialized areas of the collections which I believe to be highly desirable for the building of a sound understanding. So children, instead of visiting the museum or gallery once to see a particular collection, are programmed to come several times.

In this way they are given an opportunity to study, for example, a seventeenth-century English timber framed house in conjunction with seventeenth-century English paintings, furniture, silver, pottery, and costume. Such a series can also be helped by a slide talk giving a wider view of the period concerned.

In this way we believe that we have developed a really sound education programme for the schools in the city.

Our aim, finally, is to arouse a deep and lasting joy in the objects themselves that will be the basis of continuing pleasure and interest for a whole lifetime.

ELWYN WILLIAMS
Head of education
The Manchester Galleries
The Athenaeum
81 Princess Street
Manchester

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Spirit level

Sir – My attention has just been drawn to the understandable fuss you reported on March 1, over the religious education textbook *Beginning Religion*. The Churches Fellowship for Psychical and Spiritual Studies is an ecumenical group of Christians which was founded in 1953 to study, and advise on, the paranormal in the light of the spiritual. In 1982 the society published a brief introduction (*Parapsychology in Education*) specifically to assist all those concerned with the spiritual nurture of children and young adults. This booklet is the fruit of considerable experience and expertise and while being very positive, does contain a number of warnings which the authors of *Beginning Religion* would have done well to heed.

The CFPSS often has to "pick up the pieces", and it cannot be too strongly emphasized that amateur attempts to communicate with discarnate spirits, by whatever method, may lead to serious mental disturbance.

The fellowship recently set up a weekend conference for teachers on Parapsychology and Religion. Unfortunately, largely due to uncertainty over the present industrial dispute, this conference had to be postponed. Teachers requiring further information or advice may contact the General Secretary at headquarters; St Mary Abchurch; Abchurch Lane, London EC4N 7BA. Telephone 01-626 0306.

The Revd MICHAEL SHREWSBURY
Vice-chairman
The Churches' Fellowship for Psychical and Spiritual Studies
Holy Trinity Vicarage
89 Fortis Green
London N2 9HR

New brews

Sir – While sharing Paul Wymer's view that the Technical and Vocational Education Initiative and inclusion of biotechnology as a module within a technology syllabus will help to give micro-organisms more consideration in school biology ("Invisible fundamentals", *TES*, March 22), I do not agree that the recent "fermenters in every school" proposal means that the educational importance of microbes will be neglected. Quite the opposite will happen.

For too long, a lot of what has been taught in schools has been out of date and remote from what really happens outside. We now have a marvellous opportunity not only to enhance neglected areas of biology such as microbiology and enzymology but also to research initiatives going on in industry to make real use of biological process.

The revised Nuffield Advanced Biology syllabus actually contains a section on "fermentation products" – how much more worthwhile to be able to demonstrate it experimentally given the apparatus or even to generate pupils' own project work.

So here at last are proposals that will link biology with allied subjects such as chemistry and computing (fermenters need controlling and monitoring) – a chance to bring school biology out of the "Stone Age" and not to be missed, especially when submitting Mode III GCSE syllabuses.

Dr JOHN DUNKERTON
The Trinity School
Leamington Spa
Warwickshire

Filling the gap

The announcement (*TES*, March 15) that it will only be possible for 17-year-olds to do the new "intermediate" BTEC course is welcome, since it would otherwise have seriously undermined the CPVE course.

Many colleges would simply have ignored the CPVE and admitted 16-year-olds on the new course instead – because it is more overtly vocational. Even in colleges which mounted both the CPVE and the new course, the academic entry into the CPVE would have been severly diluted.

Nevertheless, it must not be thought that there is no justification for the new course – even though the timing of the announcement is unfortunate from the CPVE point of view.

There has always been a distinct gap in the BTEC provision between the BTEC General and the BTEC National. The intermediate course will fill this gap for full-time students who wish to continue for a second year and yet have not obtained a credit (however this is judged) on the CPVE to proceed to the BTEC National.

The new course is also particularly welcome from the point of view of part-time students. There is a definite need for an intermediate course for part-time students – most of whom will be YTS trainees – who have completed a BTEC General Certificate or a part-time CPVE. This is particularly the case now that the YTS scheme is going to be a two-year one.

J SHERRINGTON
Dean of Professional Studies
Yeovil College
Somerset

Sister of peace

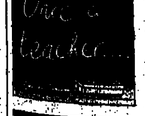
Susan Thomas meets a nun whose fight for justice and peace nearly led to a second prison sentence last week

On Ash Wednesday last year, Doreen Tobin, ex-teacher, joined a group of Christians praying on the steps of the Ministry of Defence in Whitehall. She was arrested, charged with a breach of the peace and sentenced to a week in Holloway – the first British nun to go to prison for her civil disobedience against the Government's nuclear policy.

Such an action, if considered, calls for considerable inner strength. Doreen has that, along with a zany sense of humour, a weakness for abstract statements and the odd swearword. But when we met over mugs of Third World coffee at the order's large and tatty London house she was turning 'flu and sitting there in her black cords and flipflops, she looked small and beleaguered and more like a Blato kid than the rosy-cheeked, black-wimpled nuns of my childhood.

But then Doreen belongs to a body which positively courts risk and confrontation. It is the Catholic Order of St Joseph of Peace, a democratic, feminist group founded in 1884 "to analyse and address the causes of poverty, inequality and social injustice".

That is radical fighting talk which, on the one hand has led the sisters to criticize both Church and State, and on the other caused the Pope to excommunicate their founder, and States on both sides of the Atlantic to imprison the nuns for their peace protests.



'The strip search is awful . . . it's *my* body

Even if you are prepared for the idea, I said, prison must be pretty terrible; was it?

"The worst part, honest Susan, was before-hand. I was scared to death – searching desperately for a way out. But when the moment of arrest came, it seemed like the freest in my life. It was like saying 'Yes' to God.

"And the strip search now, is awful. I said to myself: 'Why does it matter so much, Doreen? It's only your body – what's so special about that? And back came the answer. Because it is *my* body, that's what!

"Certainly prison is awful, but as much for what it does to the people who work there as to the inmates. It's no good going to prison unless we also try to open a dialogue. I tried to be positive, to see their point of view and when I left I wrote saying I understood how difficult it is to work creatively within the system." Then another nun went to and they showed her the card. It was the first time a prisoner had written they said.

"Another group thanked the counsel for the way he had conducted their prosecution. 'Don't thank me', he said, 'I'm only doing my duty, which was to send you to prison. But I have been so impressed by you – you have to keep on doing this – it is the only way to change the system'."

Doreen is convinced he is right and that when all else fails civil disobedience is the way to change laws. "What's more, the 'religious' (orders) have a particular responsibility. We don't have families or mortgages and when we come out of prison we have our community to support us. It is up to us to take the risks that other people cannot."

Born, bred and educated in Liverpool, she has this surprising Irish accent which suddenly metamorphoses, whenever she talks of Latin America, into a rich New England. The only link I could discover was that most of the order is now based in the United States.

First and foremost, an academic and a teacher, she became a nun for the same reason that actors go on the stage, against all the odds and because she had to. She did her first degree (Economic Geography) and PGCE at Liverpool, a Masters in Latin American Studies at Durham and then taught for five years in a Liverpool comprehensive.

"I loved teaching, especially the South American Studies and I had this great relationship with the sixth-formers, but the way the system is, it doesn't allow you to educate the whole person – to think, take responsibility, make decisions – it's just passing on facts ready for exams.

"I suppose there were lots of reasons for leaving teaching. The syllabus – teaching about the coal-mining industry and ship-building to CSE children who were getting ready to go on the dole.

"It's not that I think there's no place for industrial history, but I wanted a programme which was geared to the needs of the time and which was some thought for the future. If we'd had that in 1980 I'd have been preparing them for creative living and 'leisure' in 1985."

"Then there were the cutbacks. Even then we had classes of 30 with 10 books to go round – and this was a school with high academic standards.

"And I was very conscious of the number of teachers out of work. It seemed that as a sister I had no place in school, taking a salary, when I could be more creative and more useful in popular education."

So she went to open a secondary school in Paraguay, the longest running military dictatorship in South America, the place where the torship in South America, the place where the Nazis found refuge, where corruption is rife and poverty the norm. And even now, three years on, the memory of the injustice there reduces her to seething fury.

"The military have everything, she says, money, power, beautiful houses, vast swimming pools, expensive cars, armed guards and no qualms. "And just around the corner are the shanty towns, the *barrios*, where little old men and women, whole families, live in tiny cardboard houses that float away whenever the rains come.

"If anyone is affluent in that country," she said darkly, "you know they got their money by unjust means and I would like to know how some of the missionaries justify their standard of living.

"It's a flimsy thing. You go with one set of ideas and then find they're quite inappropriate. Nearly all the schools already run by the church are for the rich. The only exceptions are home economics schools where they take 11-year-old novices, I wanted to teach in the *barrios*, but that's against the law."

Instead she joined an interdenominational group of Catholics, Lutherans and Disciples of Christ to start up a sort of third-class citizens advice bureau. "We used an old deserted church and had a lawyer, an economist, a psychologist and teacher researchers."

The main problems are land seizures, the economic and sexual exploitation of women and the lack of education. And they were cumulative.

"If the multinationals want your land, they get it. President Stroessner needs his American friends so any court ruling in the small farmer's favour is inevitably overruled by the 'President's Law'." Thus, the country people are driven into town, the women find work as domestics for the military, with all that that implies, and illiteracy keeps the poor poor.

Against all the odds the centre survived because, she said, it was a political fix: With the support of two American bishops and one German, the two most important foreign elements in the country, it had too much clout for the military to close it.

"Most of my work was with the women. They are desperately overworked, from six in the morning often to after midnight, never a free day and always sexually exploited. We set up a refuge for them, tried to show them they have the right to say 'No' to their employers. And that meant teaching them new skills so that they could find new work."

Job creation, whether it is helping Paraguayan women out of intolerable conditions or European and American workers out of the nuclear industry, should, she says, be a major part of the church's work. Otherwise we have no right to tell people they should leave their jobs.

The group managed to run short, sharp bouts of primary education in the slums, moving on as soon as the basics had been covered. They also spent a lot of time visiting the appalling, overcrowded, hopeless prisons.

And when, two years later Doreen left Paraguay she had a very different view of the world. "My God, it makes me so angry when people in this country talk about the threat from Communism if we don't have cruise missiles. When you have seen what capitalism can do you know that Communism might not do any better but it certainly couldn't do any worse."

And the England she returned to seemed different from the England she left. "Unemployment was much higher, cutbacks in education and social provision infinitely more visible, and the country was about to go to war."

At which point she knew she had to work here, for social justice – "rent rebates for the poor, proper provision for the homeless, equal opportunities for women, and peace".

She was appointed fieldworker for the diocese of Arundel and Brighton. It was like sending a Tebbit to Teesside.

"Can you imagine me telling middle-class churchgoers with two cars, just back from one holiday and already planning the next, that saying your prayers and putting money in the plate is not enough. That if someone comes starving to your door one day you give food and money, but if it keeps happening you should start asking why!"

Is she talking about inner city homeless or the refugee camps of Ethiopia? "Both – and the problem is getting people to fight the system. I don't believe Christ was crucified because he knelt down and said his prayers but because he fought against the system."

So she runs study days for the diocese with workshops on South Africa, Unemployment, the Arms Race and Latin America; explains the offence given by the sexually exclusive language of the prayer book to priests who use it all the time and who find her objections as unnatural as a sheep talking; works part-time with the DHSS in Bermondsey helping people construe and complexities of the benefits system; and visits sixth forms to talk about Third World issues, Justice, Peace and Equality – continuing that education of the whole person.

In general the pupils are interested, amazed to discover that she is a nun and keen to discuss the issues, more so, she says, since the famine in Africa. "But in some schools there is a definite hardening core of conservative opinion especially with regard to sexism." Staff, once they have got over their initial hesitation, are very enthusiastic about the sessions and ask her back.

And then, in line with her Sisters, in the States, Doreen is committed to NVDA (Non-Violent Direct Action) as seen at Greenham, Molesworth, a hundred other US Air Force bases and the steps of the MoD.

"We draw on Martin Luther King, especially his 'Letter from Birmingham Jail' . . . if governments won't listen to reasoned argument, he said, we should 'present our very bodies as a means of laying our case before the conscience of the local and national community'.

"And our government won't. We have had *thousands* on the streets and still they don't. King said the purpose of NVDA is 'to create such a crisis and foster such a tension that a community which has constantly refused to negotiate, is forced to confront the issue'.

"I can't support a law which protects nuclear weapons because to do so would be to condone genocide. An unjust law, is no law at all. If it protects evil I have a moral duty to oppose it."

NVDA is working in the States, she says, where for years, hundreds of religious and clerics have been going to prison for their civil disobedience. There, local communities have gradually changed their attitudes on nuclear issues and the Catholic Bishops have published an unequivocal condemnation of nuclear war and weapons.

"I have been asked whether I think it is a teacher's role to discuss these things and I reply with the story of Nicodemus who was a teacher and yet said nothing to the people of his time about the issues of his time. Well, I am here and the time is now!"

Following a second prayerful protest at the MOD in February, Doreen again appeared, with four other defendants in court last week. All five expected prison sentences. It was, she said, the most extraordinarily encouraging experience. The magistrate listened carefully and sympathetically to their defence. "He told us that we had defended ourselves superbly, that he was very aware that our actions were peaceful, well intentioned and well organized but nevertheless broke the law of the land and then he gave us an absolute discharge. She will almost certainly be back.

Once a teacher...

'Christ was crucified because he fought the system'.

FEATURES

Baling out

As a teacher in a maintained school, Ruth Freedman despised the independent sector until . . .

It has happened. I've eaten my hat. I have just sent off my deposit to have my five-year-old educated at what I *used* to refer to as a "prissy, jumped-up" prep school.

My husband and I were both educated at local state schools, went on to university and have respectable careers – the one an accountant (so we hope we can afford the prep school) the other a teacher (so we know we need the prep school).

As we were both well-satisfied with our own state education we thought what worked for us would work for our children. When Michael was born we refused to be drawn into the "how many nurseries and preps can you put them down for" game that middle-class parents in Harrow play.

We thought that when he was two and a half and we knew more what he needed we would do something about it. So we did and found no nursery attached to the nearest state primary school which he would enter at five years old. Being fully convinced that the years from three to five are important for shaping a child's social behaviour, learning the concepts behind formal schoolwork, and coping without Mummy, we looked for a happy, stimulating playgroup or nursery.

There are a number of such establishments in Harrow, all privately-owned and running similar schemes. We thought any of them would be fine for the first year (three to four) but in most of them the four and a half-year-olds appeared bored and were running wild.

In the end, we went, on numerous recommendations to a private nursery 10 minutes drive from our home. In fact Michael had to spend two terms at a playgroup until a place was available.

It was the best money we've spent so far. He loved it and we sent his sister there – she in the three-year-olds class and he by then in the four-year-olds' class.

In January 1985 we transferred him to the local, extremely popular state primary school (in "top of the league" Harrow) thinking at last he can make local friends, and walk to school, and we can all have a holiday abroad etc but after half a term we had a bored, frustrated boy on our hands. You see he could read already, write a few lines of News, do simple sums and he *enjoyed* these activities.

I discussed it with the headmistress and classteacher. I wanted to know why he couldn't continue where he left off – obviously not at the same pace, after all he was now in a class with one teacher to 28 non-readers and him. They said I must be patient and that he must learn the basic concepts leading to Fletcher maths. However, my daughter is doing that now in the three-year-olds class – so he has done all that before. They said he would write the numerals next term.

"But what shall I do in the meantime?" I asked.

"Try to bring numbers into everyday things" was the reply.

"I always have done, and anyway why should he have to do any extra after school? – he is only five," I thought.

"Sorry Mrs Freedman," they said, "they start the more formal work in September." Then the seeds of my treachery were sown.

September! Two whole terms before he begins to progress from where he is now, and worse – because of the cutbacks, the three reception classes will be squeezed into two so he will be in a class of 32 or more. How can they then let him progress too far ahead and will he be socially isolated if they do?

I then spent hours phoning friends with children higher up the school, talking to parents at the school gate, talking to prep schools, to friends with children at prep schools, to my mother who teaches in state infant schools, to friends whose five-year-olds are in other primary schools and I knew I couldn't make him wait two terms to go forward.

Most of the parents at the state school think it is OK but isn't stretching their child enough. One or two are removing their child at seven to a prep, others have their children coached. *No one* says "it is great here and how can you think about moving him?"

In the end, I narrowed it down to one school 15 minutes drive away, unreservedly recommended by three couples one of whom went through the same experience with our state school. The prep would take him in April and yes Helen is a sibling so they'll fit her in September 1986. He can stay until he is 11. I am a teacher so I wouldn't say yes until I'd seen the school, his class, their work, and the prospectus.

I found a small efficiently run school and in his class 18 happy children *each working at his own pace* and I have peace of mind at last because I know Michael will continue where he left off. Thank God – if I am prepared to do some supply work, do without holidays abroad and fitting out my bedroom I can afford it.

How many parents who are just as concerned at falling standards cannot? Why has the state system been allowed to deteriorate to the extent that it cannot provide the sort of education my husband and I enjoyed? Of course the answer is money. I am bitterly sorry to have to uproot Michael from the local school but his happiness present and future is what matters and I personally am not prepared to gamble with that.

Ruth Freedman, formerly a teacher of French in Brent, is now teaching on supply in Harrow and Hillingdon.

The TES *would be very interested to hear of the experiences of other teachers as parents with school aged children. Please write in confidence to the features editor,* The TES, *Priory House, St John's Lane, London EC1M 4BX.*

Boys don't cry

Hilary Minns describes how she encouraged children to feel different about gender

Teaching a class of 7- to 9-year-olds has shown me how difficult it is for them to grow up free. There is a relentless pressure to conform, to take on their "appropriate" gender role. At eight years of age many had already become stereotyped.

But young children can be helped towards an understanding of society's expectations of them as some of the writing and discussion that took place in our classroom shows, I believe.

Depending on their sex, the children dressed differently; played differently and with different toys; were more or less strictly supervised at home; were used as baby-sitters or not.

This extract from a taped discussion of *Charlotte's Web* illustrates their constructions of masculinity and femininity.

Julia: Miss it was very sad when Charlotte died. I . . . everyone, nearly everyone cried.

Clayton: Only the boys didn't cry 'cos they were brill.

Boys: Yeah.

David: True Clayton.

Clayton: We don't cry like girls. They're babies.

Boys: True.

Samantha: Miss, I think it's a lump-in-your-throat story 'cos when you're halfway through you have to go (swallow) – like that.

Karen: Miss, I think why the boys didn't cry is because the girls are more sensitive than boys at stories like that.

Tracy: I think I know why girls sometimes cry, 'cos they take things more serious than boys do.

Julia: They don't have feelings.

Tracy: They take it more serious like when Cathy died in *Wuthering Heights* I started to cry a bit 'cos I like Cathy. She was mischievous like me.

HM: The story was written by E. B. White.

Samantha and Natasha and David said "she" when we talked about the author and Clayton said he thought it was probably a man

Clayton: 'Cos it's more like a man's story. Men don't cry when . . . spiders die. Woman do, they're so stupid.

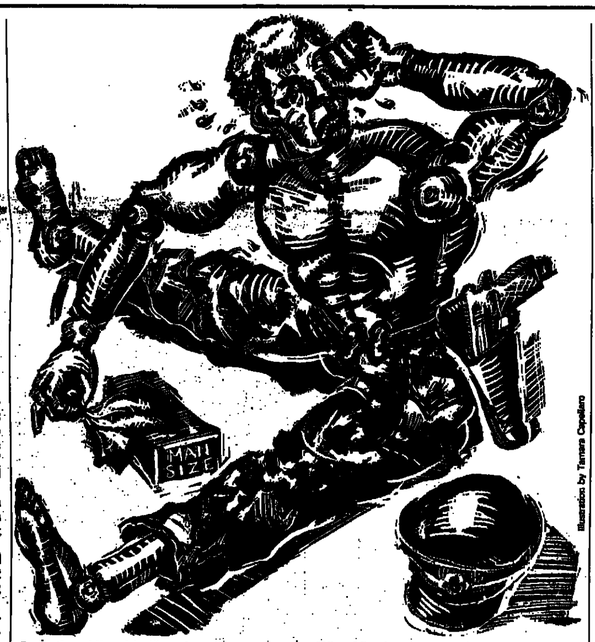


Illustration by Tamara Capellaro

Samantha: Miss, it's like when you go to a wedding. You don't know . . . it was like this at the wedding. I didn't know whether to cry or laugh. It's like that in some stories as well.

Clayton: It's not a lady's story. It's not a lady's story.

HM: What's a lady's story, Clayton?

Clayton: Well, you wouldn't get a woman writing about a pig would you?

Karen: Miss and I know why that is.

Nathan: They smell.

Karen: 'Cos ladies don't like pigs as much as men, 'cos boys are pigs.

Girls, then, are sensitive, clean, thoughtful; boys are swaggering, tough and dominating. Perhaps it is particularly hard for the boys in my class to see themselves differently.

All around them at school the children see a system of hierarchies operating, and some of these are based on sex. The head was male, our caretaker was male – he and his wife seem to share responsibility for the running of the school, yet he is the caretaker and she is the caretaker's wife, and the children know this. All this low-status jobs in school belonged to females; cooks, dinner ladies, cleaners. The caretaker's daughter willingly helped to clean the school; their son played football on the school fields.

When I first became aware how such ideas were being constantly reinforced within the school, I tried to *make* the girls and boys in my class behave differently by doing things together. I tried to make them line up for assembly in mixed sex lines, even though they rebelled. I tried to make them get changed in mixed sex groups, and they hated that even more. I gave up after a while when I realized that none of this was helping them to change from the inside and it wasn't showing them new ways of how boys and girls can live together.

All it was doing was making them feel threatened and embarrassed. So I don't do those sorts of things any more: I'm more likely now to help them towards an awareness of the similarities between the sexes, rather than the differences, by encouraging them to work together in mixed sex groups: so they're not just meeting head-on for the sake of it, but learning that they can work together at a common interest.

I tried to be alert to possible ways of helping them to come to terms with sexism *in their own way*, and in terms that they understand. For example, Sharon, who is seven, found a picture in *The Sun* newspaper of a bare-breasted woman. She showed it to me.

[illegible] newspaper on the painting

table and they laughed at it," she complained.

"Why has it upset you?" I asked her.

"Because they're making fun of her," she said.

"What do you want to do about it?" I asked.

"I'm not sure," she said, "but I'll keep it in my tray till tomorrow and think about it." She decided to write to the paper as follows:

"Dear Sir or Mrs,

Would you stop putting these DISGUSTING pictures in the newspapers, because it is making fun of women and girls *please*".

Within days five children, three girls and two boys, had opened a *Complaints about Sexism* file and two more children wrote letters to *The Sun*. Here is one of them:

"Sir or Mrs,

Why do you put women in *The Sun* because you like it well if you do like it stop it because I do not like it and if a woman writes a letter to ask if they can have their photograph taken you should write a letter back and say no and just why why why do you put women in *The Sun* just stop it because I said so."

The children received replies to their letter. One of them said, "There is nothing 'rude' about our pictures of unclothed ladies and on occasion men as the Daily Male feature. The model girls who pose for the pictures are not being made fun of at all. They are greatly respected for their beauty and every year we get hundreds of letters from girls whose ambition is to have their picture on Page 3 of *The Sun*.

"If we stopped putting these pictures in the paper, many of our readers would write and complain – and not all would be from male readers."

The children then wrote to the Press Council and did their own survey of male and female heroes in story books they read. This was the result:

"We have done a survey on 100 books to find out about how many female heroes there were in different books and this is what we found: 62 male heroes; 26 female heroes; 12 of both: There were more males than females."

It took us two terms to get that far and all the time I was conscious that the influences outside my classroom were very much stronger than mine; but that doesn't stop me from challenging the categories and perceptions the children meet outside, and if they begin to probe and question for themselves, as Sara does in the piece that follows, then it's perhaps not a bad beginning.

"My brother won't let me marry my Sindy doll to his Action Man. I feel left out because I promised Sindy that she could marry him: Why won't he let me? Why shouldn't I? What made him stop me? Why shouldn't a girl play with an Action Man? I think that us children should have toys to share. My brother won't let me play with any of his toys because I am a girl."

Hilary Minns is now headteacher of Courthouse Green Primary School in Coventry. Her article is taken from a collection of papers written by members of the Language and Gender Working Party of the National Association for the Teaching of English, The collection, Alice in Genderland, *is published this week, price £4.50 to non members, and available from NATE, 49 Broomgrove Road, Sheffield S10 2NA.*

From better to worse

The hopes that falling rolls would alleviate the shortages of maths teachers seem doomed. Neil Straker finds both the quality and quantity of new recruits are deteriorating.

It was thought that as falling rolls hit secondary schools without an accompanying significant improvement in pupil teacher ratios, then the shortage of maths teachers would gradually disappear. A number of recent developments suggest that this might not be the case.

The Department of Education and Science's annual survey of teacher vacancies in January (Table 1) shows that, while there was a marked improvement in mathematics in 1981 and 1982, there has since been a worsening of the position. The 1984 vacancy total for mathematics exceeds the 1982 total, despite improved recruitment of numbers to PGCE mathematics courses over the same period.

PGCE mathematics entries for 1983 and 1984 were down on previous years, however, and this may be reflected in an increased number of vacancies in January 1985 and 1986. Table 1 also shows that mathematics has by far the greatest number of vacancies across secondary school subjects.

Table 1: Number of teacher vacancies in secondary schools (England and Wales)

Subject	1979	80	81	82	83	84
Maths	466	599	383	269	292	313
English	277	317	195	169	239	207
CDT			177	120	161	182
Mod Lang	286	350	215	155	148	126
PE			110	94	115	106
Home Ec			94	100	105	101
Combd			110	79	96	102
Physics		268	151	115	97	98
Commerce	76	73	45	50	51	72
Geography			67	63	65	59
History			53	50	51	57
Rdcy			73	55	54	48
RE	76	96	58	50	67	46
Chemistry		159	62	40	48	43

It can be argued that a core subject such as mathematics, which is studied by all 11 to 16-year-olds, would be expected to have a larger number of teaching vacancies than, say, history, which occupies a smaller proportion of total teaching time. The vacancy figures can therefore be adjusted using the notion of a comparative index (CI), which takes into account the total amount of teaching time devoted to the subject.

The index "does not record absolute shortage or surplus of teachers but it does indicate roughly the relativities between subjects" according to the DES Statistical Bulletin (12/84). A comparative index of 1.0 would indicate that a subject has its "expected" share of vacancies. CIs greater than unity indicate a shortage.

Table 2 gives comparative indices for the period 1979–1984. An improvement in the mathematics position in 1982 has now been reversed. The problem appears to be particularly acute in physics and more recently in commercial studies, but short term remedies, while far from satisfactory, can be applied in these areas, for example, restricting the number of pupils opting for the subject at fourth year level. Such a measure cannot be applied in mathematics.

Furthermore, teacher shortages at a national level become issues of magnitude. It might, for example, be more feasible to train or retrain 70 teachers of commercial and business studies than to produce an extra 300 mathematics teachers.

Table 2: Comparative indices of teacher vacancies in secondary schools (England and Wales)

Subject	1979	80	81	82	83	84
Physics			2.9	2.6	2.4	1.8	1.9
Commerce		1.4	1.1	1.1	1.4	1.3	1.9
Maths		1.4	1.4	1.5	1.2	1.2	1.4
CDT				1.2	1.0	1.3	1.4
English		0.8	0.8	0.7	0.8	1.0	0.8
Geography			1.8	1.1	0.9	0.9	0.9
Home Ec				0.7	1.0	0.9	0.9
Mod Lang		1.2	1.2	1.1	1.0	0.9	0.8
RE		0.9	0.9	0.9	0.8	1.1	0.8
Biology				1.0	0.9	0.8	0.7
PE				0.8	0.7	0.8	0.7
History				0.6	0.8	0.6	0.8
Geography				0.6	0.7	0.6	0.6

The Comparative Index is calculated as CI = % where a = proportion of vacancies in that subject as a proportion of all vacancies, and b = proportion of school time devoted to subject.)

This trend in mathematics vacancies has been recognized by the Government's advisory committee on teacher supply (ACSET) which has recently recommended a planned increase of some 800 secondary places in BEd courses for the period 1986–1989, the expansion being concentrated in mathematics, CDT, PE, and Home Economics. ACSET has also produced staffing projections for the 1990s which suggest that approximately one-third of mathematics graduates will need to enter secondary school teaching by 1995 if demand is to be met satisfactorily.

This type of real shortage is measured by the number of teaching vacancies. The hidden shortage of mathematics teachers is much greater, recent estimates suggesting that approximately 20 per cent of mathematics teaching in the 11 to 16 age range is in the hands of teachers with "nil" qualifications in mathematics, while a further 17 per cent is taught by those with "weak" qualifications.

Headteachers and advisers frequently comment about the difficulty of appointing mathematics supply teachers. They are also most concerned about the low number of applicants coming forward for Scale 1 posts, even at the beginning of the academic year. At the time of writing (early February) there are six Scale 1 vacancies in one authority in the North East. The schools are all perfectly suitable for newly trained entrants, yet the heads concerned have experienced some difficulty in drawing up a suitable shortlist of candidates.

Those schools which lose mathematics staff temporarily often find that they have a major staffing difficulty which can have a serious effect on their pupils' development in mathematics. Much emphasis has been given of late to the need for mathematics teachers to be released, for in-service training, but even when funding is available, release may often not be permitted because of the difficulty of providing adequate supply cover for the seconded teachers.

The greatest input of mathematics specialists into secondary school teaching comes through the PGCE. At Newcastle University, by February, 161 out of a target total of 200 PGCE places for all subjects and ages have been offered for the 1985–86 academic year, but of the 39 unfilled places 12 are in mathematics and 19 in physics. Other subject areas find that they can "close their books" within three to four weeks of accepting applications, whereas in mathematics and physics recruitment will continue until the end of the summer term.

One has obvious reservations with regard to the commitment of those who make late applications and many such applicants are not offered places. In recent years all mathematicians who completed training sought full-time teaching posts were successful, the number of Scale 1 vacancies appearing to be far in excess of the number of trainees. In this region, I.e.a.s which are unable to advertise Scale 1 vacancies before May experience much difficulty in recruiting mathematicians to Scale 1 posts.

Discussion with regard to teacher shortage tends to focus on quantity of supply and little attention has been paid to academic quality. Many headteachers would argue that there is a shortage of well qualified specialists for all subjects, but it does appear that the position is more serious in mathematics and physics.

A recent survey of PGCE students' qualifications at Newcastle University department of education points to some disturbing facts about degree qualifications of mathematics entrants in relation to entrants in other subjects. Five years of PGCE intakes were surveyed, from 1980–81 until 1984–85. The proportion of students by subject with first or second class honours degrees is given in Table 3. The figures should be treated with some caution: the students have graduated from a wide variety of higher educational institutions. Also, Newcastle students may not form a representative sample of all PGCE students. The survey groups the students by main teaching subject, which need not be their degree subject. (approximately 40% of PGCE mathematics students do not have degrees in mathematical subjects, and no [illegible]

Should maths teachers be paid more? A survey ten years ago suggested they earnt 3.2 per cent more than other secondary teachers.

Table 3: Proportion of PGCE students by main teaching subject with first or second class honours degrees for the five year period 1980–81 – 1984–85 at Newcastle University.

Subject	Proportion with "good" honours	Total no. on course
English	95%	108
History	96%	52
Mod Lang	95%	110
Geography	87%	60
Biology	75%	81
Chemistry	89%	55
Maths	53%	87
Physics	44%	55

The recognized shortage subjects clearly have difficulty both in attracting necessary numbers of students, and in attracting students with good paper qualifications particularly in physics and mathematics. While 19 per cent of the mathematics entrants over the five-year period had first or upper second class honours degrees, the corresponding figure for English was 50 per cent; in mathematics the proportion of students with pass degrees over the period was 25 per cent.

These figures pose a number of question. Are they "wasted" by attracted to well qualified mathematicians not attracting students, or is it simply a case of competing professions successfully creaming off the more able mathematicians? Do less well qualified mathematicians enter teaching because of a lack of success elsewhere in the job market? Are well qualified graduates in other subjects entering teaching because of a lack of job opportunities elsewhere?

Solutions to the shortage problems are not easy to find. Schools are unable to compete with industry and commerce in the market for good mathematics graduates. Long-term earnings potential is seen as relatively low in teaching. To many undergraduates the prospect of teaching mathematics, often to groups of pupils perceived as reluctant and disenchanted with school, is far from attractive.

The possibility of extra pay for mathematics teachers has been suggested from time to time. While this might aid recruitment if enhancement were sufficient, the professional associations would almost certainly oppose any structure where one group of teachers was paid at a substantially higher level than others.

It is often said that mathematics teachers enjoy a higher level of salary than other groups of teachers because of extra scale points available in mathematics departments. The most recent evidence (1975) indicates that mathematics teachers earn 3.2 per cent above the average salary for all secondary teachers.

The flow of mathematicians into computer studies, estimated to be the equivalent of 2,000 maths teachers by 1983, has been increasing, especially with the introduction of a pre-vocational element, such as TVEI, into the 14–16 age range; such courses usually requiring a substantial information technology input. The teacher training institutions are not producing significant numbers of computer educators, and this has led to a growing diversion of mathematicians, as well as a focus of school priorities on examination courses in computing rather than on computer education in its broadest sense. The need to produce computer educators for schools, either through initial training or re-training must be recognized and appropriate steps taken.

Neil Straker is a lecturer in the School of Education, University of Newcastle.

TALKBACK

No time to examine

VALERIE MARSHALL

As a teacher at the "sharp end" of the proposed joint GCE O level and CSE examinations, I read the 1986 English Syllabus B of the Northern Examining Association with growing trepidation and disbelief.

I quote section C, "Instructions for making assessments", page 7: "In assessing candidates, the centre must ensure that comparable standards are observed between the different streams, sets or classes from which candidates are entered for assessment." The palpable impossibility of such a demand is immediately obvious to those of us who have struggled to do just that with 140 mode 3 CSE candidates over a number of years. The variety of teaching methods, all of equal merit, within the staff of a large English department invalidates any *attempt to comply with section C.*

Teachers are asked, when assessing candidates, to bear in mind grade-related criteria – the standard, variety and consistency of the work. They are also asked to take into account reading ability, length of assignments, relevance of response and ability to express themselves. To come to an accurate judgement on these criteria is difficult with one candidate; to do this with a large number of candidates and then to place them in academic relation to each other and then to candidates from other schools leaves much room for inaccuracy.

The moderation of candidates at the first stage must always be with the class teacher who, with the best of motives, finds it difficult to comply with the exhaustive list of criteria for assessment. Each school can adopt its own method of assessment but the board demands "a description of the procedure adopted by the centre to be sent with the assignments in May" (section 7(c); page 7). The moderator is asked to send to the board a careful selection of pupils' work "to reflect the grade requested" (section 11(c); page 9). The teacher must choose a variety of work showing the candidate's ability. This must include pieces of work which were done unaided in class.

The work must also be chosen to demonstrate the candidate's development over the five terms of the course, and it must include work which shows careful study, work which shows accuracy and work which shows originality. This, again, is not an exhaustive list of the pupils' work which has to be chosen and sent to the board.

After having overcome the difficulties of assessing and moderating, the teachers must also compile a numbered list of all assignments set, complete with the date. They must make comments on the submitted work, stating the candidate's amount and type of preparation; the time it took; whether dictionaries were used; which parts of the work were done at home and which at school; and if the work was completed unaided. This is by no means an exhaustive list of what the teacher is required to comment upon.

The amount of teacher-time required to comply with the demands and to keep the relevant records is not available during the normal day-to-day working of a school. The time required to assess, moderate and compile work and comments is disproportionate to the time available at the end of the course.

If, after much time and trouble, the candidate is awarded a U grade this indicates "that the work of the candidate is such that he or she should not have been entered for the examination" (section 8(b) (iv)). The wording of this paragraph is particularly offensive to teachers who all have the best interests of their candidates' examination chances at heart.

Attendance at "agreement trials" is understandably compulsory, but also: *"The centre will be expected to provide* from among their participating teachers persons willing, in principle, to undertake the duties of group chairman, group secretary, inter-school assessor or review panel member".

The onus for providing the range of examination organizers and markers has been moved ominously from the board to the schools.

We need to look again at the motives for introducing joint GCE O level and CSE examinations and check their credibility. We need to think about the employers' possible distrust of the subjective nature of the class-teachers' original assessment. We must no devalue these examinations for future generations and we must be realistic about the amount of time the class teacher can give to the examiner's role.

Valerie Marshall is deputy head of English at The John Warner School, Hoddesdon, Herts.

Pick of the courses

ALASDAIR DONALDSON

Christine Jordan (Talkback, March 15) will not be alone in finding the English GCSE proposals from the Southern Examining Group depressingly familiar and irrelevant. However, they were the last of the four to be sent to schools for comment, and if the experience of the other three groups is anything to go by, English teachers' reaction to the multiple choice and other discredited elements of English examining will be almost uniformly hostile. As a result, London/East Anglia will join the other two groups in offering an option of 100 per cent course work in English and English Literature. National criteria will also confirm its wisdom in having developed separate certification of oral English.

Heads of English should insist that: a. writing in English is assessed primarily or entirely by course work; b. oral work is separately graded for a full certificate; c. English Literature rewards extra reading and poetry study in addition to the study of set books – a better preparation for A level.

Probably the best package available is Northern Examining Association's English Syllabus B (based on JMB's O level Alternative D, a 100 per cent course work examination of 20 years' standing), with separate oral; and London/East Anglia English Literature, examined either entirely by course work or with 50 per cent as a final examination of unseen prose and poetry. The Midland group also has attractive features, notably its "plain texts" and course work options.

The JMB has until now enjoyed a virtual monopoly on English course work with its O level Alternative D, *which has spread over most of the* country in recent years. It seems likely that their proposed abolition of the candidate entry fee would result in even more centres taking NEA English Syllabus B. It would also remove the argument some local education authorities are using to prohibit schools, on financial grounds, from taking exams from "new" boards.

The message to Southern group should be clear: develop course work options in English or risk going out of business when schools have a free choice of syllabuses for English GCSE – which, as Joint Examinations, are mostly available for 1986 (the current fourth year).

English Departments wishing further details should request them from: Joint Matriculation Board, Manchester M15 6EU; or English Subject Officer, University of London School Examinations Council, Stewart House, 32 Russell Square, London WC1B 5DN.

Dr Alasdair Donaldson is head of English at Cox Green Comprehensive, Maidenhead and a former member of the Joint English Subject Committee of the London/East Anglian Group.

TALKBACK

Over the next few weeks space will be devoted on TALKBACK to readers' comments on the new GCSE subject criteria (see page 12 and last week's *TES*). Contributions (no more than 700 words) should be addressed to

TALKBACK,
The TES,
Priory House,
London EC1M 4BX.

Deprived by sex

ROSEMARY GRANT

It is heartening to read the equal opportunity statements which now accompany many advertisements for teaching posts. Manchester City Council, for instance, says that it "positively welcomes applications from men and women, regardless of their racial, ethnic or national origin, disability, *age, sexuality or responsibility for* dependants" (*TES*, March 15). But this commitment is not necessarily being translated into real changes at classroom level.

As a classroom teacher of some years' experience, I found it increasingly hard to explain, in terms of teaching performance or job commitment, the speed with which men teachers appeared to attain promotion when compared with their women counterparts. When I was seconded to study for an MEd degree, I carried out a questionnaire survey among 300 middle (deemed primary) teachers, receiving replies from about 85 per cent of them.

My findings supported those of other similar studies. Women were vastly under-represented in scale posts above scale 1 and 2 and this could not solely be attributed to such factors as length of experience, age or other easily quantifiable factors.

In addition, 75 per cent of the women questioned perceived themselves to be disadvantaged in career terms on account of their sex. (Conversely, only 33 per cent of the men perceived that this might be so.) That such an overwhelming percentage of women expressed this view seems to me to be a real cause for concern.

Many women told stories about the way disadvantage operates. It was said, for instance, that no women were interviewed for one particular deputy headship within the city and that afterwards the headteacher had said that he had intended to appoint a man. Such reports are hard to substantiate, but they are so prevalent that it is difficult to dismiss them.

In order to scotch such rumours, it seems to me essential that authorities should be more open and make available to any interested party information about the number of applicants for posts and the characteristics of those selected for interview.

They should also compile statistics as to the number of women in higher scale posts in the different levels of education from year to year so that comparisons can be made easily. Each *authority should also* draw up a policy document on equal promotion opportunities and headteachers and school governors should be advised of the need to comply strictly with it.

In-service courses should be designed to encourage women teachers to apply for promoted posts. Many – as I found as a result of my survey – have the inclination, but feel isolated from like-minded colleagues, and are perhaps not always aware of the best ways of achieving their goals.

It is not enough for authorities to engage in the rhetoric of equal career opportunities. If the 75 per cent of women in my survey are to be persuaded that they have the same chance of attaining promoted posts as equally qualified men, actions, not words, are required.

Rosemary Grant is a teacher in a Sheffield primary school.

Gay pupils

MARK LILLEY

We are the only minority brought up by our natural enemies: parents and teachers. We are the people that they warned us against.

The consequences of this are not sufficiently realized. First, many of those parents (about 10 per cent) now most vociferous in demanding that education stay heterosexist and continue to deny the aspirations of gay pupils, will find that they have victimized their own offspring. Second, gay pupils are at a special disadvantage compared to, say, ethnic minorities.

In the latter case, the negative cultural and educational experiences suffered in the outside world are offset by the loving support of the family. But for many homosexual pupils, there is all too frequently a difficulty in discussing sex with parents, and the resulting bottling up of feelings is acutely distressing.

Of all the institutions of the state, schools are the most cruel enforcers of heterosexist norms. Christianity still represents the underlying ethos in most schools. All sex education programmes are made for heterosexuals (I telephoned every broadcasting authority last year, and not one of them had made a single programme for gay pupils).

Pupils receive abuse not only from their peers, but – as we saw from an article in *The TES* last year – also from some teachers. When schools arrange discos, they are always for heterosexuals; the legal age of consent for men of 21 is irrelevant as a defence here, not only because dancing is not the same as sex, but because schools frequently allow under-16s to dance in heterosexual pairs.

Most school libraries will only stock romances and adventures with heterosexual heroes and heroines – despite the increasing volume of gay fiction. They will, nevertheless, have *reference books of astonishing ignorance* and prejudice, all the way from the works of Miriam Stoppard (she dismisses homosexuality as "patronizing asides) to the horrendous *Paladin Dictionary of Symptoms*, which, suggests, as late as 1970, "specialist psychological treatment".

It has long been recognized that society oppresses particular groups through rendering them invisible and/or ridiculous. We now agree that black pupils need to see black adults in positions of respect and authority within the educational system in order to sustain their sense of personal esteem. The same argument has been applied, *mutatis mutandis*, to women.

With both these groups, serious efforts have been made to improve the situation. But nothing at all has been done in the schools for Britain's largest minority, which will counteract the homophobia of the society outside the school, especially visible in the media.

There are still those – a thankfully diminishing band of traditional moralists – who argue that the sort of changes I envisage, the conferring of legal and social equality on gay people, will "encourage homosexuality. Of course, this objection is based on the idea that heterosexuality is superior, which is precisely the attitude at the root of the prejudice. But second, it should be obvious that if the massive weight of pro-heterosexual propaganda in our culture cannot change the sexual feelings of a gay person, how on earth could the reverse possibly be the case?

Some teachers remain to be convinced that the problem is a serious one. While giving a sort of vague intellectual assent to the proposition of equal rights, they cannot feel that much harm is done. Let me assure them, and I can say this from personal experience and my knowledge of scores of ex-pupils, that going through the school system as a gay person is a terrible ordeal, one full of loneliness, anxiety and isolation, and one suffered by a tenth of the population. The usual fears and worries of adolescence are magnified 10-fold; outside three or four youth clubs in London, there are no social provisions for gay teenagers of any kind. Nor can they ever relate ordinary parties, revolving as these do around heterosexuality.

Every teacher should be aware that any school where gay staff and pupils are not made to feel relaxed and wholly open about their sexual orientation, is one which is imposing a *daily misery and injustice.*

Mark Lilley is a freelance lecturer working in adult education, for the Open University and the University of London.

Out of touch

MARY CHUCK

It is not often that the opportunity arises in the uneasy course of a national dispute for a respected social commentator to influence events. I am sure that I am not alone in my disappointment that Mary Warnock's use of the forum of the Richard Dimbleby Lecture on March 22 seemed so out of touch with the teaching profession and its present problems.

I think that many teachers would like to take up the theme of a greater professionalism among teachers, a greater self-respect, generating greater public respect. Many are asking how this could be brought about. Perhaps a General Teachers Council might contribute, but the present dispute in Scotland, where they have such a council, can hardly encourage teachers in England to believe that it will help their cause.

Mary Warnock argues that a self-regulatory body, like the General Medical Council, gives people greater confidence in professionals. I imagine that for most parents it would arouse greater suspicion. Few doctors are "struck off" for inadequacy, but the relationship between parent, child and teacher is fundamentally different to that traditionally established between patient and doctor. It is, at its best, a partnership in which the development of the child is seen as a whole. It is a continuing day to day relationship, not a one-off consultation.

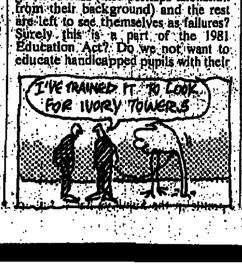
The Dimbleby lecture raised fundamental issues with regard to the professionalism of teachers and the purpose of education. Many of us involved with young people today would reject that concept which regards education as a way of escaping from one's circumstances. We do not put the pupils background out of our mind because we no longer see a different background to our own as necessarily inferior.

The dignity of the individual within their own environment is an aim which contrasts with that of escaping and bettering oneself. It is an aim through which all children should be encouraged to develop their own strength and to know their own weakness.

Is it not essential that we move away from a system through which a few are given success (and perhaps alienation from their background) and the rest are left to see themselves as failures? Surely this is a part of the 1981 Education Act? Do we not want to educate handicapped pupils with their peer group so that they can establish their own dignity through their own strengths?

The professionalism of teachers is indeed vital. Teachers must have confidence to work easily with other professionals. The social worker, the doctor, the vicar and the politician. The teacher must be aware of all the factors that make up the community of which the child is, and will continue to be, a part. The skills to understand the community and how it functions are essential to everyone. Now, because the media bring public morality into our living rooms, we can no longer close our eyes and absolve ourselves of responsibility by saying that we are only concerned with private morality. Even though parents may not always like it, their children are not growing up in a world which can ignore political issues.

Mary Warnock is right that teachers must establish a clear view of their own professionalism, but she does them a grave disservice to imply that it is the absence of professionalism which leads teachers to strike in the present dispute. We have elected leaders who seem determined to set their own pride before the resolution of problems. Surely in such a tirade against teachers we might have expected something a little more constructive than to hear that it is not all Sir Keith's fault. What progress for professionalism when *those who should be its most informed* allies seem to speak from the insularity of the traditional ivory tower.



Mary Chuck is Deputy head of Pidgate County High School, Warrington.

HEA... BOO... SIO... **Review** FILMS TELEVI... ...S BOOKS EC... ...MUSIC THEA...

Secrecy: the future

Sir Patrick Nairne, a former Permanent Secretary, argues that Clive Ponting and his colleagues have not yet faced up to the real problems towards which their own arguments point

The Price of Freedom. By Judith Cook.
New English Library £8.95. 0 450 06126 4.
The Right to Know. By Clive Ponting.
Sphere Books £2.50. 0 7221 6944 2.

"1984 may well go down in history as the Year of the Leak." Thus Judith Cook begins the Introduction to her wide-ranging book on freedom of information. She might well regard Clive Ponting as the Man of the Year, though his name finds no place in her pages. His "instant" paperback promotes the same cause. Its final words are these:

"If my own prosecution and trial contribute in some way to the repeal of Section 2 of the Official Secrets Act and the eventual passage of a genuine Freedom of Information Act, then the experience will have been worthwhile."

But the two books are very different in scope and character. Judith Cook, with the lively skill of an experienced journalist, mounts a sustained barrage of devastating fire, using ammunition of remarkable variety, against what she labels "the British disease". Local education authorities and schools are among her targets. Clive Ponting, on the other hand, divides his book, in the orderly way of a senior Civil Servant, into three distinct parts: an exposé of the gradual discrediting of Section 2 of the Official Secrets Act; a detailed account of the Belgrano Affair and the Old Bailey trial; and some general thoughts about the future of official secrecy. Her book is a passionate tract for the times: his an apologia, reflecting the disenchantment of exceptional success turned sour.

What both books have in common, however, is not only their critical assault on the handling of information by governments, but also a disappointing failure to consider the central question to which their own arguments point. Why is it that the leading politicians of every party have consistently paid lip-service, in opposition, to freedom of information and, with equal consistency, have failed, in office, to act on their words?

An accusing finger points at the Civil Service; and, as a former Permanent Secretary, I readily accept that civil servants are disposed to be defensive and secretive. How could it be otherwise so long as they are required to sign a declaration, on entering the Civil Service, to record their understanding "that serious consequences may follow any breach" of the provisions of the catch-all Official Secrets Act? But I believe that David Owen was nearer the mark when he wrote in his book *Face the Future*: "It is unfortunate that Ministers are even more secretive than are Civil Servants and hostile to Parliament, even when over greater freedom of information a majority of MPs of all parties support radical change."

The words of the present Prime Minister, replying to the Freedom of Information Campaign and quoted by Clive Ponting, reinforce that judgement: "Under our Constitution, Ministers are accountable to Parliament for the work of their departments, and that includes the provision of information . . . Ministers' accountability to Parliament would be reduced and Parliament itself diminished . . . In our view the right place for Ministers to answer for their decisions in the essentially 'political' area of information is in Parliament."

The Prime Minister touched on the core of the problem within government. Ministers have to *put their accountability to Parliament* first. So far from feeling protected by what Clive Ponting calls "closed government", they feel constantly exposed to challenge and questioning by MPs as well as to relentless scrutiny by the media. Civil Servants are concerned to support them. There is no incentive to add what might be another rod for the Government's back, particularly when that would require the resolution of the complex range of issues presented by the repeal of the Official Secrets Act.

The way forward may, perhaps, lie in a full examination of all the issues by a Select Committee of Parliament, covering important questions which Judith Cook and Clive Ponting have virtually ignored. What should be the scope of a Freedom of Information Bill, which would avoid the deficiencies of previous Bills? As a convert to the case for legislation, I was impressed by the words of Lord Scarman in the Granada Guildhall Lecture of November 27 last year:

"Legislation is needed to provide a sound basis of principle, to safeguard the conflicting interests of confidentiality, privacy, and the accessibility of information, and to ensure that the rights of privacy, confidence, and information are as powerfully protected by the judicial system as are liberty of the person and freedom of speech."

What can we learn from the experience of the Commonwealth Countries of Canada, Australia, and New Zealand? How difficult in practice will it be to define the exemption areas acknowledged by the Freedom of Information Campaign? How heavy the bureaucratic costs (when the Public Service is being further reduced)? How should a new and comprehensive regime be policed? Can one square Judith Cook's demand for "the British equivalent of the 'Whistle-blowers' Act" with Clive Ponting's acceptance of "the need for disciplinary measures to deal with breaches of trust"?

The object of the current Campaign – to which Parliament could contribute if it chose – must be to find answers to those questions and prepare the ground for an Act acceptable to both Westminster and Whitehall. But, as Judith Cook must recognize, an Act on the Statute Book, while giving the public a right to ask and to know, cannot ensure that governments will volunteer to disclose and publish more information than they do today. And, as Clive Ponting may be willing to acknowledge, he could still have had to face the crisis of conscience he describes if we had such an Act with the exemptions envisaged by the Freedom of Information Campaign.

These are not arguments for the status quo. On the contrary, they are further arguments for the realistic and careful drafting of a Freedom of Information Bill which will replace the Official Secrets Acts. That is what the campaigners must achieve. They cannot have counted on such a powerful Campaign document as *The Price of Freedom* nor have hoped for such a bonus as the trial and acquittal of Clive Ponting.

Sir Patrick Nairne, Master of St Catherine's College, Oxford, was Permanent Secretary of the Department of Health and Social Security from 1975–1981, following service in the Admiralty, the Ministry of Defence, and the Cabinet Office. He is now a member of the advisory panel of the Freedom of Information Campaign.

TV drama: an obituary?

By Michael Church

Television Drama: an Introduction. By David Self. Macmillan £14. 333 36611 5. £4.95. 36612 3.

The Royal Shakespeare Company would need to play in all its theatres for four years to reach the sort of audience achieved by one single broadcast of the BBC television Shakespeare. Set aside the quality of the viewers' attention (drinking, cuddling, quarrelling, making cups of tea) and you are left with a striking truth: for good or ill, drama now comes primarily out of a tube.

David Self's intention is to examine the development of his subject from its theatrical origins to its present state, dealing with both the industrial realities and the theoretical controversies raging at stratospheric – some would say irrelevant – levels above. In contrast to many recent attempts, Self's readable book is free of any constricting ideological stance, and it carries no whiff of semiotic jargon. Descriptive rather than prescriptive, it nevertheless offers both analysis and judgement, and if its treatment of the major companies' policies seems over-optimistic this may be due, in part at least, to the fact that the philistines have gained much ground since his manuscript went to the printers.

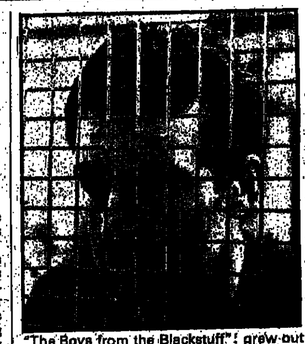
Television Drama is not, he says, "intended as an obituary". One fervently hopes not, but it is impossible to read about the aims and achievements of Sidney Newman (creator of Armchair Theatre and The Wednesday Play), or of the splendid Play for Today series, without feeling that the party may be over. Self quotes a bigwig affirming that the BBC will keep editorial control of co-productions, but now that the Corporation is permeated by meretricious, ratings-chasing principles that affirmation rings remarkably hollow. "Co-financing," Self cheerfully remarks, "does point a way ahead". Too true, alas. The Beeb may not be putting out *Lace 2*, but they would surely have liked to have done so.

The trouble with single plays is that they don't get the sort of ratings serials do, and they cost so much more to make (nothing can be re-used). Most television play producers are even now wedded to the notion that their work represents the sharp end of radical creativity, and that each production is potentially an acorn from which some oak may later grow. (*The Boys from the Blackstuff* was originally a single play.) This does not endear them to the moguls, whose memories of tussles with the good taste brigade (*Brimstone and Treacle*) or with the Home Office (*Scum*) remain perpetually green. Lists of famous writers who fledged via television plays no longer cut much ice, nor does the desperate financial plight of serious live theatre.

One argument running through the book concerns the need for more, and better, criticism. Self's view of newspaper critics errs on the negative side (what's prattle in the Sunday Times long been offset by conscientious folk like the *Daily Mail*'s Herbert Kretzmer) but editorial policies towards television reviewing are in the main ill-considered and perfunctory. Several generations of powerful and self-important critics have had a near-fatal effect on fine art, "serious" music and fiction, but there is a sense in which these forms are all "tired" and in need of a fallow period. Drama on film – or tape – is an art-form still in its robust infancy, and would only be strengthened by critical debate.

The second half of Self's book consists of an exhaustive but entertaining journey behind the scenes. The ramshackle and labyrinthine process by which plays are born is described step by step, while and chance governing the outcome quite as much as conscious policy. The permanent tension between writer and producer (and director, and designer, and actor, and cameraman, and editor) is subjected to analysis, and a moral drawn: as a result of close reading and rewriting, most television scripts are far better written, and far better constructed, than most novels. "It is just that much harder to get away with self-indulgence, flabby prose, padding, inconsistency, implausibility." Absolutely right, even if literary London *would* prefer to disagree.

Did you know that most scenes which take place on gravel actually take place on cork chips, and that the gravel sound-effects are added later? Or that bottles broken on the heads of expensive actors are often made of wax? The book's recherché information is an additional commendation for general readers. For those interested in the analysis of genres, or in making a career in the game, or indeed for anyone doing "media studies" (deadly phrase), this book is, unless something even better comes along, essential reading.



"The Boys from the Blackstuff": grew out of a single play

BOOKS IN CLASS

Grammar gems and faux amis

Collins Gem French Grammar.
Collins £1.50. 0 00 459334 0.
The French Schoolmate.
Richard Drew Publishing £1.00. 0 8627 029 2.
French Key Words. By Xavier-Yves Escande.
Oleander Press £2.95. 0 906672 24 4. £8.95. 23 6.
Faux Amis and Key Words. By Philip Thody and Howard Evans.
Athlone Press £4.95. 0 485 12043 7. £16. 11243 4.

Exam entries are now in and the business of revision can start in earnest. The *Collins Gem Grammar* (like its companion dictionary and verb tables), and *The French Schoolmate*, are small enough to be concealed and furtively consulted during the ordeal, though I am sure the publishers would disclaim any responsibility for misuse. The risks you take are your own.

Neither the *Collins Grammar* nor the *Schoolmate* will, in any case, be of much help to the candidate who is unsure of the difference between a preposition and a pronoun, since each is based on a rigidly traditional approach to grammar. The Collins layout is more orthodox, working systematically through the tenses of the regular and irregular verbs, then nouns, articles, adjectives, and so on. The small type, density of material and system of cross-referencing offer a daunting prospect for the reviser: despite miniaturization, there just seems too much here to fit in the average 16-year-old skull. The language doesn't help either: *du* and *des*, *au* and *aux*, we are told, need special attention since they "are not visually the sum of their parts"; the same applies to this rock-hard gem.

The *Schoolmate*, arranged alphabetically is more appealing. Several of the entries start with examples rather than explanations and the cross-references take the reader from *nos, notre* to "possessive adjectives" without having to go through the index. The pronunciation section in both books is probably worse than useless and each manages to get *celui-ci* ("the latter") and *celui-là* ("the former") back to front. For quick revision on the bus, take the *Schoolmate*; either book will do for your celebratory bonfire when the results come through.

French Key Words is for anyone who enjoys learning vocabulary lists by heart. Divided into units of 20 words each, its 2000-word vocabulary is arranged by frequency of occurrence, starting with *le* and *la* and ending with *fumer* and *ardent*. The principle is fine: you acquire the commonest words first and from there build up a fundamental, all-purpose vocabulary. In practice, force-feeding vocabulary out of context (at a rate of, say, 20 a day for 100 days) is strictly for masochists.

What a relief to turn to Thody and Evans, whose French appears to have some connection with the real world and whose key words have knocked around a bit, instead of coming straight out of a computer. Admittedly, their book is not for the O level candidate, but more advanced students will find it a mine of valuable information, presented with a touch of eccentricity as the authors range from one topic to another. Some entries, like *bachelier*, are straight-forward fact, concisely presented; more often, they invite you on a delightful journey, from meaning, mistake and misapprehension, to literary or cultural reference and anecdote – as with *laisser-faire*, where we start with economics and end with Philip Thody boarding a bus at the Palais Royal, or *méchant* which moves in under eight lines from Racine and Proust to a threadbare tie.

In an attempt to control this obsessive freewheeling, they have divided the book into 10 sections, under different headings. Some attributions are arbitrary (why is *gas-oil* under Economics and *pétrole* under Travel and Health?). But such anomalies add to the charm of a work designed for dipping as much as for reference, where some good advice on finding a lavatory in Paris leads to a discussion of Robespierre, telephones and a suggested translation for "a token presence". Diverting, yes, but not a diversion: this is the real language, the only kind that makes sense of swotting over gem grammars and classified word-lists.

Robin Buss

The Poets of the Cafe des Westens. Edited with an Introduction by Patrick Bridgwater.
Leicester German Poets, Leicester University Press £3.95. 0 7185 1400 9.

Just as in the cafés of the Boulevard St Michel in the Paris of 1910, so in the cafés of prewar Berlin the bright young things of the new German Expressionist movement in poetry gathered to discuss their work. The upstanding *Bürger* of Berlin were threatened and appalled by the new Bohemianism but the young poets were fascinated by the growth of the "*Weltstadt*", the "world city" pulsating with life, reflecting all the tensions and contradictions of the age.

Along with new periodicals such as *Sturm* and *Aktion*, the cafés provided a focus for the new poetry and for a new concept: "*Literatur-cafe*". The most frequent venue for the poets was the Café des Westens on the Kurfürstendamm.

In this anthology, the work of four of its better known *habitués* is presented. The four, Ernst Blass, Georg Heym, Jakob van Hoddis and Alfred Lichtenstein, in different ways represent the development of the German Expressionist movement in poetry. In accepting the maxim that Expressionist poetry derives from a need to create individual styles, care has been taken to offer a concise account of *each* of the four poets as individuals within a movement rather than as an undifferentiated group. Their work is also related to that of older European poets and philosophers such as Hölderlin, Baudelaire, Heine and Schopenhauer. Since the individual accounts are preceded by a more general introduction to the literary scene in Berlin in the early 1900s, the reader develops a clear understanding of each poet's place within the movement.

The anthology also includes a concise set of notes on many individual poems. This provides an excellent study aid by contextualizing individual details as well as by translating the many instances of Berlin dialect.

Since Heym and Lichtenstein are regarded as the major figures, significantly more of their work is given in the anthology. The difference between the tragic, romantic character of Heym and the ironical anti-romanticism of Lichtenstein is apparent in their very different styles. Likened to Baudelaire, Heym's work reveals a view of life as a wasteland or prison. In stark contrast, Lichtenstein is self-mocking and ironical.

Of the remaining two poets, Ernst Blass is much underrated. Despite having been hailed as "the greatest German poet" during his own lifetime, his work has since been much overshadowed by that of his contemporaries. The work of Jakob van Hoddis is best seen in the apocalyptic "Weltende". Its juxtaposition of ideas with originality of style helped create new and original forms of Expressionist verse which were to develop in subsequent years.

Eleanor Caldwell

Español

¡YA! Curso de español. By Ulla Hakanlsons, Joaquín Masoliver and Gunilla Sandström. Adapted by Hedley Sharples.
Oxford University Press. Student's book 1 £2.95. 0 19 912054 4. Activity book 1 £1.75. 912055 2. Cassette £7.00 + VAT. 8403364. Tape £9.00 + VAT. 850335 6.

This package, adapted from a Swedish-Spanish produced course by Hedley Sharples, a major figure in the British Spanish-teaching world, consists of two paperback books and a cassette (or reel). It is the first half of a language course to O level standard: part two, we are informed, will appear the day after mañana. The two books, styled Student's and Activity, are interlinked: "with teacher's notes as it were concealed in the text of either book. Activity contains a basic vocabulary list broken down into units, with a general Spanish-English vocabulary listed alphabetically, while the Student's book holds the English-Spanish wordlist and has various units in which grammar and pronunciation are explained and exploited.

A few nits need to be picked first. The Swedish ancestry shows in at least one instance where the instruction "byt ut mot" will mystify non-Nordics. Cross-referencing for pronunciation guidance, eg for seseo and yeísmo, directs students to incorrect page numbers. And I am uncertain about the authenticity of the language in the exercise "en la peluquería", whose teaching goal is the use of the perfect tense: the contrast in usage between perfect and preterite is a problem for most students of Spanish, especially those who come to it via French, and needs more thorough explanation.

However, the course as a whole has a bright, outward-going quality, and it will stimulate interest and enjoyment in schools and evening classes. The publishers claim its suitability for adult beginners and direct it at school classes from age 13 upwards, but I am not sure that school *ab initio* beginners would be able to cope with the structures and vocabulary which will be thrown at them in the early chapters, which demand skilful exposition – or maturity on the part of the learner.

The taped material is a disappointment, consisting of odd words, place-names and exercises recited by bored and joyless-sounding native Spanish voices. But the contexts of the teaching material and exercises, which are both peninsular and Latin-American (with, here and there, little touches of regional languages and dialects) are well chosen and illustrated. There is good material for armchair travellers to Spain (and Spanish-America), and the human protagonists seem real – the rustics are not Utopian, as in so many traditional Spanish course books.

Hugh Whittaker

Pronto

A Concise Spanish Grammar. By R N de M Leathes
John Murray £2.95. 0 7195 3992 7.

A Concise Spanish Grammar is a compact reference work for adult learners, travellers and crash-course students. It comprehensively categorizes a wide range of Spanish grammar, idiom and usage, with plenty of examples.

As with all thematic grammars, an understanding of grammatical terminology is required *a priori* to locate a particular point. Section titles include: "Diminutive, augmentative and pejorative suffixes" and "Linkage of indefinite adjectives and pronouns to an infinitive by *que*." Nevertheless, the content is impressive. Not many grammars deal with punctuation, fractions and percentages, or translation of English auxiliaries on their own. One section even shows how Spanish compound surnames are handed down from parents to children. Certainly a useful reference book for the teacher, and, with guidance, for the serious student.

Colección Jaguar: El Oro de Agua. By Arlene Schrade. £1.50. 0 85950 195 7. La Herencia. By R Hernandez de Escobar. £1.75. 197 3. El Enredo. By Alice Mohrman Kosnik. £1.50. 194 9. Un Verano Misterioso. By Alice Mohrman Kosnik. £1.75. 196 3.
Stanley Thornes

The rationale behind the foreign language reader demands sufficiently enthralling content to guarantee continued interest from the pupil despite its presentation in an alien form: *delelar enseñando*. Readers must therefore be judged on two counts: is the content likely to prove irresistible, and does the language vehicle provide worthwhile practice?

Although the four titles of the *Colección Jaguar* are from three different authors, they are similar in style, format and language. Their prefaces promise an exciting and interesting background informa-

tion . . . " in language ". . . carefully controlled . . . . idiomatic and authentic." The stories themselves are somewhat superficial, relying on coincidence, chance happenings; hardly exciting reading, but tolerable, with *La Herencia* the best of the bunch.

Linguistically, it quickly becomes evident that much of the vocabulary is *hispanoamericano* rather than *castellano*. *Camión* is used for *autobús*, *lo* for *le*, *vos* for *vosotros*, *ustedes* and *tú* ("Eh, vos, ¿ qué hacés?"). What is more disconcerting is the incidence of what can only be called bad Castilian: confusion of *mientras/mientras que*, *acelerar*, incorrect spellings and genders, tenses and mood. Anglicisms are common in structure and vocabulary (some of which may be due to *hispanoamericano* influence): *emparar las maletas*, *eventas*, *aeroplano*, *ignorar* (ignore), *correr fuera* (*salir corriendo*), *un vaso con agua*, *¿de cuál puerto . . . ?*

Spanish for Real. By Maria-Jesus Cumming et al
Macmillan Education £2.75. 0 333 38520 9.

Spanish for Real is at first glance an example of the so-called communicative approach. However it differs from the "real life comprehension questions" pattern in that the advertisements and articles serve as a springboard to rather more sophisticated activity. Following advertisements for three restaurants, for example, students are instructed to, "choose a restaurant suitable for your family and give reasons for your choice".

Sometimes the jump from stimulus to activity may be too demanding for the first-examination target range. The first task on an article entitle *Cómo ir a Mallorca*, which promotes the role of travel agents, is to make up a dialogue between a student and a travel agent, without the former providing and real language support for the latter. Of the six sections, the longest, *School*, is substantially different in style and associated work. It contains documentation relevant to an exchange situation, plus an entire Spanish school magazine. An interesting section, although somewhat at odds with the rest of the book.

Teachers could certainly exploit the wide range of material offered for more for straight comprehension work, but with time the most precious resource for our profession it is a pity that the authors/compilers of *Spanish for Real* have not themselves provided closed as well as open questions, which would have widened its appeal considerably.

David J Sumpter

IN BRIEF

Language support material may take a variety of forms, and any book entitled **Spanish Puzzles** (Longman 85p, 0 580 20270 1) would seem worthy of inspection. Terry Hawkin's offering, however, is disappointing. Stimulus pages offer numbers in various forms – prices, measurements, weights, calorie contents), and the so called *Puzzles* are an optimistic and misleading euphemism for mathematical exercises. A typical question asks for the price of *750 gramos de carne de vaca* when the butcher's shop display quotes *780 pts al kilo* (sic).

The title also implies some Spanish practice, but although a wide and interesting vocabulary is used, its comprehension is unnecessary for the required calculations. The practical relevance or value of "Calculad la diferencia entre el precio de la falda y el precio de la carne" still escapes me.

An interesting trilogy from Longman is the French, German and Spanish versions of a book designed to support oral work in general and practice role-play in particular. *Conversaciones Situaciones* by Heather Leigh et al (Longman £1.95) covers 11 topics, providing in 56 *situaciones* valuable vocabulary and phrases for pupil practice in the associated *conversaciones*. Presentation is lively, informative, relevant to secondary age-groups and to their examination needs. The excellent foreword gives hints on using the material and deserves more space for elaboration than the one page allocated. The books provide ideal material for group work with a language assistant, if only we still had them.

Dorothy Wordsworth. By Robert Gittings and Jo Manton.
Oxford University Press £12.50. 0 19 818519 7
William Worthwyth: The Pedlar, Tintern Abbey, The Two-Part Prelude. Edited by Jonathan Wordsworth
Cambridge University Press £7.95. 0 521 26526 6. £2.95. 31937 4.
William Wordsworth: The Ruined Cottage, The Brothers, Michael
Cambridge University Press £7.95. 0 521 26525 8. £2.95. 31936 6.
Letters of Dorothy Wordsworth: A Selection. Edited by Alan G Hill.
Oxford University Press £9.95. 0 19 818539 1.

To those who tend to think of literary history as an exhausted genre, its ground laid bare by nearly a century of earnest and exhaustive archaeology, it will come as a salutary surprise to realize how much biographical and textual material remains to be assimilated, even in such a well-ploughed field as the Romantics. We still await a complete edition of Coleridge's notebooks; the fabulous Pforzheimer collection of letters and documents relating to Shelley is still an unknown quantity; and here, in one of two paperbacks dealing with the narrative poems of 1797–1800 and impeccably presented by Jonathan Wordsworth, general readers and students have their first glimpse of the "Two-Part" *Prelude*, an astonishing first version, written in 1799, of the epic poem on which Wordsworth was to continue working throughout his life. Its thousand-odd lines concentrate on those haunting childhood experiences and images which he regarded as revelations of deep truth. In the 1805 version, these "spots of time" are surrounded by more discursive autobiography, and by 1850 they have been overlaid with orthodox Christianity – but here their intensity is communicated at full force.

Yet the sublime irony is that for a man who revealed so much of his inner self in his verse, he remains an unfathomable personality. It is impossible, for instance, to reconstruct the dynamics of his exceptionally close relationship to his younger sister Dorothy, least of all during the crucial period in 1796–97 when they set up house together in Dorset. Wordsworth, close to a mental collapse brought on by the ideological conflicts of the time, claimed Dorothy to be a healing influence and guiding light:

BOOKS

A poet's guiding light

By Rupert Christiansen

She, in the midst of all, preserved me still.
A poet, made me seek beneath that name
My office upon earth, and nowhere else . . .

But *how*?

In their sane and balanced new biography of Dorothy, Robert Gittings and Jo Manton are cautious about speculating on the implications of such lines. They rightly pooh-pooh the more fanciful (though still sadly current) ideas about incest, and put Dorothy's final years of madness firmly down to a clinically diagnosable form of senile dementia, rather than any more Romantic nemesis of sexual repression.

Dorothy emerges as a woman very much a product of her culture, deeply compassionate, highly strung, receptive to the innocence of children and the beauties of nature: one might say that she had the "sensibility" that Jane Austen analyses in Marianne Dashwood. She had no views on politics independent of her brother's and no ambition to publicize her literary efforts. "My only merits" she wrote, "are my devotedness to those I love and I hope a charity towards all mankind."

Her self-sacrifice was obsessional and Wordsworth took full advantage of it for his material needs. Contemporaries were sceptical of the benefits of this, and it was thought that his creativity suffered from the hotbed of female adulation steadily provided by Dorothy and later his wife Mary – but for Dorothy there was no question of anything except ministering to William's genius. She cooked, sewed, cleaned, copied his poems, rubbed his aching shoulders, and stood by him at every turn. Less materially, she also seems to have given concrete detail to his transcendental vision: Coleridge noted sharply "her eye watchful in minutest observation of nature – and her taste a perfect electrometer – it bends, protrudes, and draws in at subtlest beauties and most recondite faults". But here, where one would like to know most, the evidence is lacking.

We do, however, have her famous journals, which Gittings and Manton dub "an unconscious masterpiece". These are full of those "minutest observations", mixing Romantic raptures with the laconic record of meals, washing sessions, visitors, and local events. (It is significant that her travel journals have a stilted, literary quality quite absent from her "Home" writing.) Their value lies ultimately much less in what they tell us directly about her brother (not much) as in what they reveal about ordinary rural life. At times, the style lends itself to parody, as in the account of the composition of the "Immortality" Ode:

> A divine morning. At Breakfast William wrote part of an ode. Mr Oliff sent the dung and Wm went to work in the garden . . .

Elsewhere, as in her description of a raven's echoing call or some "restless and glittering" heathland, the precision of the evocation gives the lie to her own disclaimer that she had "no command of language, no power of expressing my ideas".

Alongside the self-effacement went what Gittings and Manton call "a genius for friendship", an ability to enter with "imaginative sympathy into the hearts of men and women alike". From her early days in Halifax, where she was farmed out after the death of her mother, to her last years of sanity as a beloved spinster aunt, whose services were constantly in demand, she gave of herself unstintingly. Her letters, as Alan G Hill's selection from his revised edition of the Wordsworth correspondence (another project still in progress) show, are full of unaffected concern and warmth of feeling. As a young woman she had been uninhibited by convention or gossip; in middle age, she fell in with her brother's creeping Toryism and church-going – but she never became sanctimonious or sour.

In 1829 she collapsed with a spastic colon and her subsequent physical decline was quick. By 1835, although only in her mid sixties, she was senile. Confused, crippled, her bowels out of control, she was sometimes wildly abusive and obscene. The children she so adored were terrified and kept away; the spectacle was considered distressing. Wordsworth, to do him credit, repaid her untiring devotion with a care and patience that was far in advance of standard medical treatment. Mary Lamb and Edith Southey were both locked away, but Dorothy was kept at home and allowed to die with as much dignity as her condition allowed.

Feminists may grind their teeth in irritation at such a history of self-abasement and self-limitation, but the impression is that, by and large, Dorothy Wordsworth was a happy woman, who got considerable joy out of life. The man around her may have written great poetry with "their shirts – but could they have sold as much?

Shopkeeper's list

The Diary of Thomas Turner 1754–1765. Edited by David Vaisey.
Oxford University Press £17.50. 0 19 211782 3.

"Oh, what can be a greater pleasure than to be employed in an honest calling all day, and in the even to unbend and relax one's thoughts by endeavouring to improve the mental and more noble part of man!" The diary kept by Thomas Turner, the shopkeeper at East Hoathly a few miles from Lewes in Sussex, has been known for more than a hundred years, but only now has it been published in a form at all representative of the original manuscript. If it does not quite rival those diaries which set the long-obscure Pepys and Kilvert among the great English writers, it certainly has sufficient interest and fascination to make it the equal of those clerical journals of Woodforde and Skinner.

Turner's assiduous involvement in the village would have put many a parson to shame. (Among its cast of characters is the splendidly-named Revd Challice.) The diary shows how very much the shopkeeper was at the centre of life, and even acted as a sort of undertaker: almost everyone was in his debt, and his descriptions of them, mixed with lists of purchases and accounts, reveal a dry, anecdotal sense of the absurd. "We then went immediately to Mr Rabson, the headborough of Laughton, in order for him to serve the warrant, which he refused to do without more assistance, though there was two of us and the man we was a-going to take was a man with the use of one arm only."

Turner himself would appear to have been legless for much of the time. Parallel with references to his troubled marriage there is entry after entry which mournfully records a bad night. "I know almost the sight of a bottle of wine will make me drunk." "Sure nothing is more despicable than to see what slaves many people make themselves to that most detestable poison called gin!" Painfully aware of these faults, he was an ardent enthusiast for that 18th-century habit of reading sermons and tracts: "reading and study (might I be allowed the phrase) would in a manner be both meat and drink to me, were my circumstances but independent." As it is, he manages a great deal, and if he does not have startling insights ("Shakespeare's *Works*, which I think extreme good of their kind"), his modesty, guilt, enthusiasm and his grief at the death of his wife are some of the strands that make this the work of a real, contradictory figure, not that of an antiquary.

The Lisbon earthquake, Wilkes, the loss of Minorca, General Wolfe, and the death of George II are mentioned, but it is a mark of Turner's unobtrusive style that just as Woodforde's fine four-pound crab took precedence over the Fall of the Bastille, one is far more interested by his bad back, toothache and torn tibia. The scene in which he refuses to cut into an old Cheshire cheese for Mrs Atkins is more vivid than any battle. And so to bed, drunk.

Christopher Hawtree

Medieval marriage

The Knight, the Lady and the Priest. By George Duby. Translated by B Bray.
Penguin £5.95.

The Treasure of the City of Ladies. By Christine de Pisan. Translated by S Lawson.
Penguin £2.95.

When Christine de Pisan remarks, in a poem, that whoever pays homage, to love "se met en divers servage", it is no cliché. Although Georges Duby's study of medieval marriage ends some two centuries before Christine's time, the picture it gives of women in relation to men is one of servitude: to husband, to Church and to the imperatives of her supposedly corrupt nature. Between the 11th and the 12th centuries, he suggests that the rival authorities of Church and State reached a kind of accommodation which lasted well beyond the medieval period. "But how much do we really know?" His thesis of the conflict between the needs of noble families and the Christian view of sex and marriage, is inevitably based on fragmentary evidence from partial sources.

We are bound, today, to perceive the attitudes of both religious and secular authorities partly in terms of a fear of sexuality, and in particular of female sexuality. But the important thing, as Natalie Davis says in her introduction to Duby's book, is to see how women managed to exploit the options available to them. Christine's book is a fine example, and shows why her work is undergoing a late revival. Written in 1405, it submits to the dominant ideology outlined by Duby, while asserting the woman's right, at least, to her own point of view. Read together, these two well-translated books provide an insight into ways of life and thought that are not treated in this history of post-medieval society.

Robin Buss

Unhappy record

For Sylvia: An Honest Account. By Valentine Ackland.
Chatto and Windus £8.95. 0 7011 3941 2.

Sylvia Townsend Warner (1893–1978) was one of the greatest writers of the 20th century. She ranks with Katherine Mansfield, Virginia Woolf, Willa Cather and Eudora Welty, yet she is at present neglected when lists are made. Lest she be forgotten, I urge all teachers who care for English literature to recommend her novels and short stories to their pupils.

When I was a child in a Scottish village school we used to be given "a silent study" period several times a week. The overworked teacher had bought a job lot of Stanley Weyman's *Under The Red Robe* in Nelson's old sevenpenny edition, and he dished out this novel about Cardinal Richelieu to older pupils to read while he dealt with the vociferous young. In this way I got my grounding in French history. There is, of course, no comparison between Townsend Warner's exquisite prose and Stanley Weyman's historical gadzookeries, but perhaps an unscholastic introduction to *The Corner That Held Them*, Townsend Warner's masterpiece about life in a Benedictine convent in the 14th century, *Summer Will Show*, about the love between two women in Paris during the 1848 revolution, and *Lolly Willowes*, that delightful story of a modern witch, would help find a better historical understanding of Chaucerian England, French politics and English witchcraft.

Valentine Ackland was Sylvia Townsend Warner's lover and constant companion from 1931 until she died in 1969. Born of rich parents in 1906, Valentine was a sensitive shy child who grew up to have love affairs with both sexes. At 19 she made an unhappy marriage, which was annulled. Her shyness drove her to alcohol, and she was a secret drinker for many years even after she met Townsend Warner in 1929. In time Valentine overcame her "drinking problem", and in 1949 she wrote this record of her childhood and her years of unhappiness. *For Sylvia* is indeed a most honest account of a sensitive young poet's spiritual struggle with her Anglo-Catholic upbringing, her alcoholism and her divided sexuality.

Bea Howe's introduction to this hitherto unpublished memoir gives many interesting and revealing glimpses of Sylvia's and Valentine's life together.

Fred Urquhart

Swiss role

Anthology of Modern Swiss Literature. Edited and introduced by H M Waidson.
Oswald Wolff £9.50.

Hans Morgenthaler described his country as "wretchedly narrow and no market for books". It has, for a start, more languages than are usually required by a population of 6½ million and shares most of them with others who, consequently, treat its culture as a relation with few assets and large debts. Unfair, of course, since there are outstanding Swiss writers and the experience recorded in Swiss literature as a whole is no less valid than any other. This selection, one of a series of International PEN anthologies, gives an idea of that experience in the mutual medium of translation. It is Switzerland's misfortune that, carrying the double burden of translation and selection, its literature is liable to seem even more like an impoverished cousin.

RB

CHILDREN'S LITERATURE

The Caves of Klydor. By Douglas Hill.
Gollancz £5.50. 0 575 03413 0.
Starstormers; Sunburst. By Nicholas Fisk.
Blackie £5.95 each. 0 216 91691 7; 91692 5 respectively.

"The creature's terrible mouth gaped wide again. Its body twitched, stirring the water, as it prepared for another surging attack."

But that attack was never made.

From somewhere on the rocky slopes above the raft, a narrow beam of dazzling light lanced through the air. The monster's head seemed to erupt in a fountain of purplish blood, as the laser beam sliced lethally into its flesh."

Yes, it's unmistakably Douglas Hill, our leading composer of space opera, with the middle volume of the trilogy which began with *Exiles of ColSec*, and will conclude with *ColSec Rebellion* later this year.

A group of young Earthlings have been sentenced to exile on the planet Klydor, to found a colony which Earth will exploit. Hill's new hero-figure, Cord, though exceptionally well-muscled, is not possessed of superhuman powers, unlike Hill's previous heroes. Cord is also a reluctant leader, and allows the group, which includes two girls, to share decision-making. However there is still room for Cord to rescue his girl from the clutches of a giant worm: "Nausea rose within him at the slippery, ice-cold feel of the creature . . ."

After the death of evil gang-leader Lamprey, conveniently despatched by aliens after Cord had spared his life, the youngsters meet space explorer Bren Lathan, he of the lethal laser beam. A deserter from ColSec, he is pursued by its elite defence force, the Crushers, shown here on the planet in goldfish-bowl helmets, though Klydor's atmosphere is Earth-like. With Douglas Hill, ugly is as ugly does: the Crushers have eyes like "wild, vicious predators . . . as if these Crushers had lost their souls in a lifetime of cruelty and violence". Cord refuses to kill them in cold blood; instead he shoots at the tunnel roof – and survives, while the Crushers are buried in the cave-in. I'm looking forward to finding out whether Cord will liberate Klydor and the other colonies from "the monstrous Organization that held all Earth in its crushing grip" without compromising his values.

Nicholas Fisk's five-book series for younger/slower readers, *Starstormers*, was first published in Knight Paperbacks several years ago, and is now republished in hardback. There is a strong element of wish-fulfilment about the series. In the 21st century Earth's resources are depleted, and four children whose parents are outer space colonists, build their own spaceship with parts from junk-yards. Accompanied by an indispensable but rather erratic computer, they blast off in *Starstormer*, with gender and ethnic origin established and balanced: Irish girl, West Indian boy, White boy and Chinese girl, with personalities and talents not quite according to stereotype.

Soon, light-years away, (all this is pretty improbable!) their parents' voices come through on the radio – but the evil Octopus Emperor has designs upon them: he needs their brains . . . Three more books follow to show the Emperor's downfall and the enrichment of the new planet, all through the children's bright ideas. It is a pity about the price. You can get four paperbacks in the series for the price of one hardback.

Jessica Yates

ARTS

Glorious mud

Lynne Truss talks to Arthur Hopcraft, whose dramatization of 'Bleak House' begins on BBC2 next Wednesday

For readers of *Bleak House* who, like me, have never been able quite to visualize what a crossing-sweeper does, the first minutes of BBC2's new eight-part dramatization will be an eye-opener. Poor Jo dodging between loudly rattling carriages to clear the feeblest of paths through a sea of mud and filth reveals the occupation to be not only disgusting but also very dangerous. It's one of Dickens's most potent images, and appearing right at the beginning of the new series it signals the squelching realism of the production as well as its prevalently dark tone.

One has come to expect rather a lot from Jonathan Powell's classic serials, but the lavishness and stylistic boldness of *Bleak House* looks likely to surpass normal expectations. For one thing, the script is by Arthur Hopcraft, a writer whose brilliant work on *Tinker Tailor Soldier Spy* and on Granada's *Hard Times* has marked him as one of the masters of the art. Dramatizing *Bleak House* took him the best part of a year, and judging by the first episode it is another *tour de force*, breaking the novel open to produce superb television drama. "If you're dramatizing Dickens you must be adventurous", he says. "You can't be utterly deferential. You've got to be prepared to respond to characters as an individual – as you do as a reader – interpreting them for yourself. That's the only way to make real plays out of it."

On first reading *Bleak House* about five years ago, Hopcraft's own response as a reader was to be disturbed by the novel's "weird undercurrent", which he identifies as "a sense of threat". "I felt that the whole story was laced with predators. The very business of beginning with the three orphans (Esther, Richard and Ada) who are insecure in their past and future, makes you feel from the very start 'Will we ever be safe?'" When he came to dramatize the novel (and emphatically *not* "adapt" it – "because to me an adaptor is a thing you put on your bicycle pump when you blow up a football") he chose to emphasize that feeling of danger and foreboding, making the "hounding" of Lady Dedlock a central theme, and largely dispensing with characters not connected with the deadly influence of the Court of Chancery.

"What will inflame the Dickens buffs is that I've left out the Jellybys and Turveydrops." And "inflame" is well chosen: one can just imagine apoplectic Dickensians spontaneously combusting at the news. But he defends the decision: sadly comic the Jellybys and Turveydrops may be, but they don't contribute to the main narrative, "and in fact that section is almost a separate novel". Mrs Jellyby's function as a moral lesson on charity beginning at home is in any case, Hopcraft upholds, better filled by Mrs Pardiggle, "an absurd woman massively concerned with social matters but without a particle of humanity or compassion in her. Also Dickens's depiction of her is much more *biting*, so she makes the point more strongly".

In judging characters and events in terms of how convincing and effective they are dramatically, Hopcraft has found himself diverging from Dickens on several matters. Chief among these is the character of John Jarndyce. "He was a problem, because Dickens has him as an almost wholly philanthropical man, marked by the whimsical repetition of 'The wind's in the East' whenever something unpleasant confronts him. I disliked that: it's not an adequate reaction when you consider that all around him are the broken lives of Chancery just to say 'The wind's in the East'. So I decided to emphasize the fact that he's a terribly lonely man craving support and affection as he approaches old age. Also I think he feels guilty about being rich." To make the character even stronger he's put some of Dickens's authorial comments into Jarndyce's mouth: "He has real rages occasionally." A very moving speech in the first episode (about Chancery having "its worn-out lunatic in every madhouse, its dead in every churchyard") is taken from Dickens's narration in the novel's first chapter.

Denholm Elliott as John Jarndyce and Lucy Hornak as Ada Clare

Other "old favourites" have not been spared this kind of revisionism. Harold Skimpole, whose outrageous sponging is in the novel described by Esther with an awkward ambivalence, simply *cannot* be presented as a lovable character who charms everybody, Hopcraft says. "It is just unreasonable that somebody as intelligent, practical and watchful as Esther should accept Skimpole at face value. She alone must see that he is a leech, and must worry about the way he not only milks Jarndyce's purse but also latches on to Richard in the most ruthless way." Similarly, Inspector Bucket – who, like Skimpole, manipulates people by turning on the charm – Hopcraft thought should be shown less ambiguously as "a ruthless career policeman". "I felt he should be colder and harder and rather more sinister."

It is important to see why Hopcraft is keen to make the distinction between "adapt" and "dramatize". Though part of his job is to represent the novel, the more important side is the writing of good television, and he is well aware of the different requirements of the medium as well as its different tolerances. Krook's famous demise by spontaneous combustion may work brilliantly in the novel, "but if you put it on the screen – the showers of filthy grease, with all that's left of him a small pile of soot on the fender – well, visually it's pantomime, it's the Demon King. I don't think we've ducked it, but we've tried to present it in a way that will convince a television audience. Without, of course, losing the magical and mysterious quality of the event. After all, if you lose that, there's no point doing Dickens."

Judging by the first episode, mystery is to be a strong point of this production. "When you look at the framework of the novel, it does have a lot of the thriller about it. People behave throughout in very mysterious ways." The tantalizing way in which episode one introduces the various strands of the story is, I would suggest, reminiscent of the style of Hopcraft's *Tinker Tailor*. There, the same masterly engagement of the audience by the implication that there's more going on than meets the eye. "I hope it's not so mysterious as to be confusing. But as it's the first of eight you don't want to give too much away. Although mystery isn't the only thing in *Bleak House* – it's primarily about love – it is a complex story full of secrets and keepers of secrets, and I think it does work well as a thriller. I don't think Dickens would object: he wrote a very thrilling novel."

Shaw swank

Pygmalion.
The Oratory School, Reading.

Apart from a flustered parlour maid, Liza Doolittle is the only female part in this school *Pygmalion* to be played by a real female. This isn't the result of whimsical casting, it's simply because the Oratory is a boys' school and girls are in rather short supply. The outcome is surprisingly effective, making Helen Sloper's put-upon Liza appear in complete contrast to the other women in the play, who all look rather like pantomime ugly sisters.

In the first act, where Liza is plucked from the gutter by phonetician (and phoney) Henry Higgins, I wrote down that she was "insufficiently hysterical". In fact, I was wrong. What Miss Sloper did, quite successfully, was to give us an image of a sensitive Liza whose transformation from guttersnipe to duchess was more the result of her own personal qualities than of Higgins's genius. All very true to a play which says as much about Higgins's (and probably Shaw's) mother fixation as it does about social class and "middle class morality".

Guy Hopkins' young Higgins makes excellent sense as well, particularly in the scene where he and Colonel Pickering are berated by old mother Higgins (excellently portrayed by third former Nicholas Daukes) for being immature and naive in their dealings with Liza. The fact that Pickering is played as a Monty Python-style upper class twit, quite incapable of pointing out the follies of Higgins's ways, adds to the fun.

There's still a problem with that ending, where Higgins falls about laughing at the prospect of Liza marrying poor wet Freddie Eynsford Hill, and with the reactions to the half transformed Liza's faux pas. I'm sure Shaw wouldn't have minded having something slightly stronger than "not bloody likely" to suit contemporary audiences and I'm certain he'd have winced at the rather mechanical reaction to it in this production.

All the same, this was a *Pygmalion* with "bags of swank" (as Terry Thomas used to say) and due credit must go to I F Hope for some authentic sounding incidental music, played palm court-style by an accomplished septet under his direction.

Nick Baker

Charming fix-it

Lyndhurst.
Lyndhurst Middle School, Boreham-wood.

Galactic pantomime extravaganza, community event, school concert – this new version of Cinderella might be described as any of these rather than school play.

Our heroine (played with calm authority by Soraya Khan at this performance) gives shelter to a set of outcasts who reward her by showing off their musical and dancing skills. There lies the school concern. Denied access to the Alien Disco by her exuberantly awful ugly sisters, whose charms are not increased by being manicured to death by a battery of beauticians, she is whisked off by courtesy of a special edition of *Vogue*.

Fix It. There she meets her Sole Prince of Shoestar, but no sooner has she been nominated winner of an interplanetary beauty contest by the "Charming" computer than the bell tolls "twenty-four hundred hours" and there is a power cut.

There is also an army of nasties who grind everyone down with soap-opera signature tunes and Ronald Reagan puts in a brief appearance too. So do many other people: 90 per cent of the school's 9 to 13-year-olds take part. Inevitably this means a lot do a little but they are clearly involved with a joy that communicated itself to the audience in a way summed up by one young voice behind me. On learning that the interval was not the end, it's owner said, "Is there more? Great!"

Timothy Ramsden

Variety show

Essex Entertains
Royal Albert Hall, March 26

International Youth Year, European Music Year – just two good reasons why Essex might have chosen to feature its young talent in an extravaganza of music and dance. In reality, said deputy education officer Mr Sharp, the intention was to provide "a morale booster for education", a shop window for the variety of artistic work that takes place throughout the county in primary and secondary schools, further education and community centres.

The evening swung into life with a display of batoner-furling, drumstick-twirling, high-stepping primary school children, backed by an equally un Anglo-Saxon big band playing Scott Joplin. On occasions such as this, more serious items can sometimes be submerged. The Essex String Orchestra made a pleasant sound in the first movement of the Bach Violin Concerto for oboe and strings, but the *Credo* from the Bruckner E minor mass (Colchester Institute Music Department) never really uplifted. Richard Baker, stalwart compère of school and adult proms, failed to calm down the supporters in the gallery, and had to compete with them in the Popular Song, Tango and Yodelling Song from Walton's *Façade*. He was, however, given spirited orchestral encouragement from the Southend Youth Orchestra.

The youth of Essex move in a variety of mysterious ways. Canvey Island appears to be the mecca for break-dancing (how on earth does anyone balance on their collar bone?), while the Roundacre disco dancers in a dazzle of blue and gold gyrated in the promenade arena. Basildon Modern Rhythmic Gymnastics team twirled hoops and streamers to Tchnikovsky and Offenbach, Keeping fit used to mean belting up and down the hockey field on a cold day; now movement, dance and gymnastics are a more effective, less arduous way towards a better coordinated, more graceful younger generation. I particularly enjoyed the Essex Dance Theatre's *The Sun Catchers*, a Chicago-style dance drama with the girls in slinky dresses and the boys in white suits and black shirts. Students from Southend Technical College had the answer to April showers in a fashion spectacular of outfits in primary coloured plastic, white for warmer days they modelled a range of pastel printed fabrics.

The evening ended on a musical note with the Essex Youth Orchestra and an exuberant performance of three dances from de Falla's *The Three-cornered Hat*. Some of the choral singing was rough edged, some of the individual talent more impressive than the formation and display, which perhaps wasn't quite Busby Berkeley standard. But a sparkling team effort all the same from the tiniest serf in John Ray Primary's *George and the Dragon* to the biggest saxophone in the marching band.

Philippa Davidson

Knockabout Wonka

Charlie and the Chocolate Factory.
English Touring Company at the Crucible Theatre, Sheffield.

Roald Dahl's well-loved story, as most of the packed audience of primary school children could have told you, is about how five youngsters win a tour of Willy Wonka's fantastic chocolate factory and how the four selfish ones receive fitting punishments and the one good one receives the factory. A stage adaptation must crack the problems of a central non-character, a shortage of dramatic action and a bewildering succession of exotic locations. Jeremy Raison and the English Touring Company decided (with peripheral effect) to beef up the plot. They add a villain, a business rival who is really grandpa in disguise, having been engaged by Wonka to tempt all five kids to steal an everlasting gob stopper. Charlie alone chooses loyalty to the firm, but it is at the risk of losing hope and grandpa as well as chocolate.

Alan England

Rubicon Dance Centre, Cardiff launched its first dance-in-education project last week. The initiative grew out of the centre's close collaboration with a local school, Adamstown Primary, whose pupils receive dance lessons from Rubicon's coordinator, Geraldine Hurl. As well as introducing 9 to 11-year-olds to dance, the project also served as a training session for three of Rubicon's students intending to become dance teachers.

Two works were choreographed for the children – a lively action piece called *Splash* and a more balletic *Two's Company*, each followed by workshop sessions. During the *Splash* workshop the children imagined themselves getting soaked at a bus stop, opening and shutting umbrellas, jumping over puddles and swimming. They then devised suitable movements to illustrate each action. Pupils from Adamstown Primary, who had explored life in ancient Egypt during their previous dance classes, structured a performance based on pyramid building.

The schools project coincided with a dance festival held at Rubicon to which the pupils were subsequently invited.

EXTRA READING

From logos to literacy

Virginia Makins meets two influential theorists

Say Kenneth Goodman to a well-informed primary teacher, and the odds are that she will say: "Miscue Analysis". But it would be highly misleading to identify the Goodmans – Kenneth and Yetta are one of those husband and wife teams that seem to flourish in the United States – with a technique for hearing children read. Their main interest is helping teachers to build on children's natural development into literacy.

They have been in England all this term, visiting schools and working with teachers on in-service courses. Back home in Arizona, they are professors of education at the State University, and directors of a language and literacy programme. Using their own work and that of others, they are collecting fascinating data about how children develop their own theories and practise about reading and writing from a very young age.

Their "miscue analysis" provides a tool which helps teachers to think about the reading process by noting and classifying the mistakes children make when they read aloud. The Goodmans see it as much more important for teacher development than for actually teaching children to read. "Using miscue analysis, teachers see the incredibly logical responses that kids make," said Yetta Goodman. "They're bound to think: 'Hey, something's going on here that isn't just mistakes. There's control over grammar, substitution of appropriate parts of speech, the use of synonyms – there's something very exciting happening'."

Their approach is to help teachers to observe what children are doing, rather than making judgements about the results. When you look at the process rather than the products, they say, you're bound to see the high-level thinking that children are doing when they try to read and write. Their main point is that all children grow up surrounded by literacy. It is part of their everyday social experience, and they begin to play with it and experiment and use it themselves at a very early age.

"When we were elementary teachers we used to blame parents for teaching their children capital letters," said Ken Goodman. "Now we know that it's not the parents who show the children capitals. The children themselves start using them – 80 per cent of the print they see around them is capital letters."

The kind of literacy surrounding a child varies: in a poor black family in San Diego it may be free supermarket offers cut from newspapers, and the Bible; a Vietnamese child will see letters in Chinese and social services forms; a child in a literate Jewish family will hear people talking about books and writers. Yetta Goodman describes an American Indian three-year old who, while the researcher was talking to her parents about literacy, fetched herself a pencil and paper: "She was taking notes like everybody else."

"All children live in a literate environment and build concepts about literacy," said Ken Goodman. "They come to school ready to participate, knowing that schools have an important function in literacy. But are the schools prepared to work with them?"

He says that learning literacy is like learning to talk, easy to learn when it is functional and serves a necessary and personal purpose. What makes it difficult is when schools present children with literacy as a narrow set of skills to be practised before they are used.

"We expect traditional instruction not to succeed with a lot of children. But we don't blame the method, we blame the children's families, their eyes, their health, what they eat, their central nervous systems . . ."

The Goodmans know that many primary teachers these days would say that the most effective thing they can do is to build on what children already know about reading and writing. But they're still sort of worried: should they be doing more on sounds or spelling, surely if people go on devising reading schemes they must have a value.

"Teachers send out mixed messages, focus on skills without realising it, think if they do a bit of everything it will eventually work out. But for kids who look to the school for support, the mixed messages are not helpful."

They are full of vivid examples of how children, whatever their culture and background, play and experiment with reading and writing. The children start by recognising ideograms: things like road signs and the McDonalds logo. Gradually they become aware of the link between written and oral language. If you ask them about the words on a Kellogs Raisin Bran packet, they might point to each word in turn and say "Co-ff-ee".

They experiment with the direction of print. One child drew two birds, sitting on the two arms of a giant cactus. Words came out of the beak of the bird on the left from left to right. The right hand bird spoke from right to left.

In fact, the Goodmans suggest, children's own development follows the history of literacy, starting with pictograms, moving to alphabets, gradually making decisions about the direction of print and the niceties of spelling and punctuation.

Yetta Goodman has directed a longitudinal study of six to ten year olds in classrooms where teachers were encouraged to avoid the teaching of literacy "skills" as such. They say that the results showed how rapidly the children (some middle class, some American Indian) developed when they were allowed to experiment with writing and spelling and punctuation with teachers offering support rather than instruction.

Children invented their own spellings to get on with what they wanted to write. An English speaker would write Nvmbr for November – in English, children start with consonents, which are fairly predictable. A Spanish American child produced "pina barro" for peanut butter – in Spanish, it's the vowels that behave better. But by the age of ten most children had settled for conventional spelling at least for words they read and used often. The same was true of punctuation – the majority were using it fairly accurately by nine or, ten.

But along the way, they experimented and invented their own systems. One child devised a "sad-lamation mark" when he wanted his writing to show more emotion. Another, feeling that a "cup cake" needed a link that was not quite a hyphen, decided to separate the words with a smaller-than-normal space.

"The chance to explore their own spelling and punctuation systems may give children the chance to think about their purposes, and make it easier in the end for teachers to lead them towards conventional usage," said Yetta Goodman.

The parents were more than happy with the approach, provided the teachers explained it to them from the start, and involved them in the work. "They were more excited than the teachers – after all, it was their own kid that they saw beginning to read and write."

In England, the Goodmans have been impressed by the awareness of the teachers they have met about important issues in the teaching of

continued on following page

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EXTRA

Pull out a plum

Nicholas Tucker on the benefits of nursery rhymes

Nursery rhyme anthologies remain one of the best ways of introducing infants both to literature and to reading. Never mind that most young children are more familiar now with advertising jingles than with Mother Goose or that Boy George is better known than Georgie Porgie. Once given a chance nursery rhymes still work, since their genius has always had as much to do with the sound and rhythm of words as with their actual meaning. And sound and rhythm are exactly what infants are looking for when it comes to easily memorised rhymes that are fun to hear, fun to learn and, finally, fun to read.

Some of the best-loved nursery rhymes have always contained lines that are obscure – one reason for the existence of the various far-fetched theories about their supposedly "hidden" meanings. Scholars have been disputing what *Pop goes the weasel!* means for some time, yet children still accept this little verse for its own sake, especially its percussive, nonsensical last line. Another rhyme, *Rub-a-dub, three men in a tub*, is now impossible to understand, following a late eighteenth century change substituting "men" for "maids" originally ogled by the butcher, the baker and the candlestick maker as part of a peep-show, with the unclothed girls half-submerged in a water-barrel just like Arletty in the opening scene of Carne's great film *Les enfants du Paradis*.

Once again, children don't mind this curious lack of logic: three men in a tub is a funny idea in itself, and turning them out an even funnier notion. Best of all, the opening line has just that insistent, rhythmic rhyming that gets *any* short ditty off to a flying start. *Goosey, Goosey Gander*, on the other hand, is meaningless for a different reason, since it is composed of two quite different verses of identical metre joined together in the middle. The sudden eruption of violence against the old man who wouldn't say his prayers is as arbitrary as it's illogical, but once more children themselves have never objected, although the BBC's *Listen with Mother* programme used to omit this part in case it disturbed young listeners of a nervous disposition.

This concern plus all the other occasionally-voiced worries about certain rhymes being too violent, archaic or incomprehensible, misses the point. The reason nursery rhymes have lasted is that mothers and older sisters have always sung lots of little songs, rhymes and general vocal scraps to babies over the ages and babies, in their turn, have selected those they prefer both by reacting extra enthusiastically and, later on, by bringing former favourites back to mind when singing to their own infants. In this way surviving rhymes represent the best of what children like to hear: strong rhythms (good for bouncing to as well as memorizing), and plenty of interesting words, given that the sound of a language will initially always mean more to a baby than its meaning. Re-duplicated words ("Humpty-Dumpty"), onomatopoeic phrases ("Ding, dong bell"), alliterative phrases ("Bye, baby bunting,") rhyming phrases ("Mary, Mary, quite contrary,") cumulative stories ("The house that Jack built") – all serve to make nursery rhymes highly attractive to the ear and memory.

But it would be wrong to imagine that nursery rhymes are *only* concerned with sound and rhythm. Once

an infant is ready for good sense there are plenty of rhymes that tell brief, memorable stories, easy to understand as well as pleasurable to listen to. Favourite topics include mischief, punishment, greed, violence, kissing,

stealing, love and hate - a far more vivid world than infants usually find in the pages of their early stories. In fact, many nursery rhymes have more in common with the ever-popular *Dandy* and *Beano* comics than with the average school Reader. Other rhymes have the mysterious pull of the best poetry: *How many miles to Babylon?*, *The North wind doth blow*, *One misty, moisty morning*. It's not just poets like Dylan Thomas who trace their earliest fascination with words to nursery rhymes; for many of us they are still the poems we remember best, whatever other literature we have come across in between.

So how can this treasure trove be shared with children, particularly when it comes to learning to read? Some infants will be getting the rhymes at home, reinforced by games ("Pat-a-cake") and songs as well as bed-time reading. Such memorable material often encourages a child to start following the rhymes for him or herself once presented in book form, especially when there are attractive pictures next to the text to bring individual rhymes quickly to mind.

In Nursery or Infants' Schools, musical teachers have the piano, guitar or recorder to help reinforce memory of those nursery rhymes set to song. Many rhymes lend themselves to audience participation, as in the question and answer format of *Ding, dong bell* or the group games that go with *Oranges and Lemons*. Individual games can be played too, such as those excruciating tickling rhymes involving the palm of the hand, or rhymes that build up to a sudden shock (*Rock-a-bye baby*.) More pedagogic rhymes that bring in counting, the alphabet, the days of the week or the months of the year will become familiar in a different way, backed up by what the infant will be learning at home.

All in all, it should not take any child long to learn some rhymes at least, and recognising the same material in print can be a real bonus so before next ordering another set of dull pre-reading books, try investing in a brand new, colourful nursery rhyme collection instead. Like *Little Jack Horner*, you might then soon chance upon something very good indeed.

All the illustrations are from The Oxford Nursery Rhyme Book *compiled by Iona and Peter Opie.*

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Read on!

The Read-Aloud Handbook. By Jim Trelease.
Penguin £2.50. 0 14 00 7049 4

Here is one wonderful book for parents, a warm invitation to a genuine partnership in education, which is also an inspiring book for teachers. Don't be misled by the evangelical tones of the press release for *The Read-Aloud Handbook* ("Jim Trelease's personal mission is reading"); this is a seriously argued case for a model of reading and learning to read that is often talked about but rarely to be seen in action.

Trelease's theme is passionately argued, but he is also precise about why the matter is so urgent. The average six-year-old in the States has already watched more than 5,000 hours of television – more time than it takes to obtain a bachelor's degree: we have to compete with that kind of monopoly if we are to instil a desire for books and reading. And we have to do it simply and single-mindedly, with books and by reading, not by more pretentious pedagogical practices. "Can we really believe that a child is going to develop a sense of 'self' doing reading skills for 40 minutes a day, five days a week, 30 weeks a year?" For teachers who don't know the answer to that question, Trelease has some words of encouragement: "When you take time to read to your class, you are not neglecting the curriculum. Reading *is* the curriculum".

As an added incentive this book has three authors for the price of one; there are barely a hundred pages of Trelease's enthusiastic prose, so his section is sandwiched between a short but powerful foreword by Margaret Mook (and I dare you to disagree with *her*) and a "Treasury of Read-Alouds", an extensive booklist edited by Jill Bennett, who knows what she's talking about, to put it mildly.

Mary Jane Drummond

continued from previous page

literacy – but they stress that they have been working with the kind of teachers who, in London, go to in-service courses at the Institute of Education or ILEA language centres. They have been particularly struck by our network of post-holders in schools and advisory teachers and advisers who work with teachers in classrooms. In the United States there is no expert layer of practical curriculum developers between the teachers and the universities.

"Here it's your curriculum leaders who are trying to get teachers to adopt more natural methods of teaching literacy. At home the good teachers know what they want to do, but they have to do it in clandestine ways, so they're not seen to be usurping the authority of the administrators and school boards."

The Goodmans are careful to emphasise that what they advocate is the opposite of laisser faire teaching. "If you're trying to build on children's natural development, the teacher becomes even more crucial," says Yetta Goodman.

"Teachers have to know about language development and the process of literacy. They have to be skilled at observing children, and judging when they're engaged in high-level thinking and when they need help. They have to be good at asking questions which lead children on. It's a highly professional job."

EXTRA

Thank heavens it's there!

Virginia Makins on Bullock ten years on

The Bullock Report is 10 years old, and last month several members of the committee came together at a lecture to mark the anniversary. Remembering the arguments and battles, they all seemed somewhat surprised at how pleased they were to see each other. Most had mixed feelings about the report, in retrospect. But most seemed to think that, given the climate that had led to the setting up of the committee, the report had been something of a triumph.

"It was remarkable that it avoided being reactionary" said Jimmy Britton, whose work on language and learning was prominently reflected in parts of the report.

"It exposed every part of the fallacy that people believed at the time: children are no longer learning to read; most children are in progressive schools; therefore progressive methods are bad," said David Lindsby, the educational publisher on the team.

Only Stuart Froome, the Black Paper contributor on the committee, was still deeply dissatisfied. His note of dissent at the time attacked "complacency" about standards and the report's emphasis on oral language. Ten years later, he says "We were robbed."

Lord Bullock himself was not at the gathering, but he sent a message saying that the committee members had every reason to be pleased at the report's impact. "It is an interesting example of a report which was ignored by government but which has got through to the people who matter and actually carry out the work in the classrooms," he said.

It's a moot question how far that is true. Seven years after the report was published, HM Inspectorate put out a short paper called *Bullock Revisited*. In it the HMIs reported that the Bullock recommendations had failed to make a widespread impact.

Both primary and secondary teachers, they said, still often paid too much attention to the "surface mechanical features" of writing, and too little to content and style. "We haven't revisited Bullock since, but our impression is that things haven't changed" said an HMI.

Since then, or so many English specialists believe, HMI have started talking with two voices – notably in the recent draft curriculum paper, *English from 5 to 16*. One voice supports many of the key principles of the Bullock report. It maintains that English teaching must be founded on an understanding of what language is and how it develops; that learning about the mechanics of language should arise naturally from talking, listening, reading and writing for real purposes; and that the pupils who are least adept at using language are most unlikely to understand or be able to apply grammatical terminology. But the second voice imposes a list of age-related objectives for English teaching, splitting up talking and listening and reading and writing into discrete activities, subdividing them into separate skills, and decreeing that most 11 and 16-year-olds should master specified elements of grammar.

Several English teachers hear the second voice as the language of BTEC and the Manpower Services Commission and vocational education, and believe it directly opposes the messages in the Bullock report about the complexity of language development and the interrelation of its various facets.

At a simpler level, there's no doubt that many of the Bullock messages are widely accepted in theory. Translating them into practice has been another matter. For example, most primary schools now have a teacher responsible for language. The fact that it's language, and not just reading, can probably be directly traced to Bullock. But most of these post-holders are simply not given the conditions needed to do a reasonable job. Even if their local authority provides teachers' centres and in-service help, the schools are not organized (or, outside some cities, staffed) to give them time off class teaching to do the language job.

They are not helped by the Bullock chapter on teaching reading, which most people seem to agree provides a useful indication of the complexities involved in learning to read – but not much that is useful on how to help children do it. Partly that is a result of the state of knowledge at the time the committee was working. Some of the most important recent work on reading was either not yet done, or not widely disseminated. The most obvious example is parent involvement. Bullock recommended more involvement in a general way – but the pioneer projects which have directly involved parents in teaching reading, and have had such spectacular results in some places, had not yet been reported.

At a more theoretical level, the emphasis on building on the knowledge all children have about literacy when they start school is fairly new, as is work on narrative and the importance of stories for children learning to read.

The report did cast doubts on the value of reading schemes – doubts which, once again, have been much more widely accepted in theory than in practice. Bullock may have encouraged schools to invest in books from several schemes rather than just one.

But primary advisers say that schemes are still the staple diet of most young children's school reading. The message that their restricted vocabulary and unnatural syntax may actually make it harder for children to learn to read did not get through. "It's much easier for teachers to have children ploughing through reading schemes than for them to learn more about what reading is, and how children learn to do it", said the director of a primary language centre.

Shortage of resources may be one reason why primary schools have not invested in a much wider range of books for beginning readers – but the schools' own purchasing policies have also been responsible. "You get two neighbouring schools, one with a marvellous variety of books and the other with nothing but dismal reading schemes", said an adviser. Nor does it seem that Bullock's messages about extending reading skills have spread very far – in spite of the project on *Extending Beginning Reading*, directed by Vera Southgate, who was on the committee.

The one message that has got through to many teachers is the need to give children time to read for pleasure: silent reading has now become a feature of many junior classrooms.

The argument that talk is an important part of learning seems widely accepted in most primaries. But, from HMI reports on individual schools, it seems that this has not penetrated the practice of many secondaries: writing and note-taking are still the order of the day in most lessons.

Both HMI and many Bullock committee members now think that it was a mistake to recommend that every school should have a policy on "language across the curriculum." "The recommendations gave rise to some very shallow initiatives, and did a great deal of damage", said a tutor in charge of a reading and language centre. "What we needed was a lot more detailed work on how to make the thinking needed in different subjects accessible to pupils." The requirement for a language across the curriculum policy may, according to HMI, have been counter-productive, imposed from above rather than growing from the awareness of subject departments.

Even so, the Bullock report did almost certainly help to make secondary subject teachers much more aware of the language they were using, and how important it was to make sure that pupils understood it. The work on assessment of oral English by the Assessment of Performance Unit, which partly came out of Bullock, may soon begin to change things. Experts believe that they have now cracked the problem of assessing oral language in natural settings. That work will almost certainly be translated into general practice to meet the new GCSE criteria for oral English, and possibly for some other subjects.

The government's refusal to spend any money on the report's recommendations undoubtedly weakened its impact. No DES/l.e.a. working party was set up on capitation and book spending. There was no national centre for language in education to promote local curriculum development. Very few English departments can have got "improved resources in terms of staffing, accommodation and ancillary help", and by 1982, the proportion of properly qualified English teachers had gone up from 22 per cent to all of 32 per cent.

But in the end the report stands the test of time pretty well. It gave courage to individual teachers – "I read it almost like a novel", said one. "It gave me a conceptual basis for a lot of what I'd been doing instinctively."

It gave official backing to the work of curriculum developers, advisers and teacher trainers, both here and abroad. Geoffrey Williams, lecturer in education at the University of Sydney, Australia, said that the report was always being quoted – "particularly that sentence about children learning by talking and writing as certainly as they can by listening and reading." But almost everyone I talked to agreed that the most important thing about the Bullock report is that it now stands as an official bastion against simplistic notions that teaching reading and English is simply a matter of hammering a few skills into children.

"When it came out in 1975 we thought: 'Help, haven't they got further than that'", said John Dixon, one of the architects of the developments in English teaching before the report. "Now we think: 'Thank heavens it's there.'"

Path to pleasure

A Taste for Books 2. By R Thompson, M Garnett and C Wigglesworth. Holmes McDougall £2.95. 0 7157 2126 7. Packs of 10 £23.60. 0 7157 2407 7.

The intention behind *A Taste for Books*, a series of three, is clear enough: "to encourage children to read good fiction". Long extracts from various books are offered, with occasional breaks in the text for discussion exercises on prediction, cloze procedure, sequencing and evidence-searching. The compilers stress the value of group work in discussion, and there are some useful suggestions for teachers. The somehow typical Holmes McDougall two-colour illustrations are not to my taste particularly, and if they are going to tell us anything about the authors, why not more than 30 odd words?

Nevertheless, this book is useful and recommended for 11 to 14 year olds.

Will Harris

Oliver and Boyd's Wide Range Reading series has undergone some changes. There are new editions of the Green and Blue series with new illustrations and stories designed to reflect a multicultural society. Additions to the series include six attractive Starter books (reading age 6½ to 7) and a books (reading age 6½ to 7) and a *Wide Range Reading* index. Software is also planned for this year.

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EXTRA

Journeys Into Reading
Edited by Moira McKenzie.
Publisher: Schofield and Sims.
Level 1
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Level 2–3
2 Readers £1.20 each; Consolidation book 95p
Level 4
2 Readers £1.95 each; Consolidation book 95p; Enrichment book 95p
Level 5–6
2 Readers £2.25 each; Consolidation book £1.15; Enrichment book £1.15

During recent years both publishers and authors have tried to produce material that not only reflects the needs of teachers but also incorporates research. Most material is tried and tested in the classroom before final publication and consequently such material is generally of a high quality and stimulating for teachers to use.

The most recent reading scheme to be published is *Journeys Into Reading* edited by Moira McKenzie and published by Schofield and Sims. This material has included many aspects that reflect current thinking.

The books are strongly based on language and the promotion of discussion. There is no obviously controlled vocabulary or any sign of phonic teaching but that is not to say that the vocabulary of the early readers is difficult or to suggest that simple initial sounds cannot be found in the texts.

There are at present six levels published and two in preparation. Levels 1–4 are considered most useful in the infant classroom and Levels 5–8 for children of 7–9 years. Level One consists of a very large book, 42cm x 54cm and eight read-with-me books which are individual versions of the eight stories contained in the Big Book. Levels 2–3 have three books in each, two main readers and consolidation books. Levels 4–6 have two readers, a consolidation book and also an enrichment book.

The lack of a teacher's manual is lamentable as many teachers would find the theory behind the series new to them and would need careful guidance for successful classroom use. Some of the problem of such a wide vocabulary.

The Big Book is undoubtedly one of the strongest assets of this scheme. It contains a wide variety of material from the nursery rhyme "Once I caught a fish alive" to the amusing story "Supper for a troll" and the illustrations and photography are of a very high standard. This book is large enough to be shared by a whole class of infants. The teacher can read the text to their pupils and also promote such skills as prediction, talking, showing them the conventions of print and discussing such points as the contents page, reading from left to right. Above all they can illustrate that reading is meaningful and enjoyable.

Children may then choose their own version in the smaller books of the first level to read in a corner by themselves or talk over with a friend. Although this book appears very expensive at £34, an equivalent eight separate big books from Storychest (Arnold/Wheaton) cost £46.60. However, the latter can be physically spread around the school and lifted by young children.

The quality of illustrations, the sensitivity to ethnic minority children, the careful avoidance of sex stereotying and the inclusion of poems, non-fiction and exciting challenging stories make this a positive package of supplementary language development material, but at the moment it would not constitute the core for a school's reading scheme.

R & D Language Programme
Edited by Jessie Reid and Margaret Donaldson
Publisher: Macmillan
This is a major new language development programme for children aged 7–11 years. So far three levels have been published. Each level consists of: Teacher's Book; Language Book; Fact and Story Book and six or more Story or Information books
Level One Evaluation Pack £11.95
Level Two Evaluation Pack £14.95
Level Three Evaluation Pack £19.95

Just teaching children to read by offering them more and more difficult fiction is no longer regarded as adequate. *The R and D Language Programme* recognises the fact that once children have acquired a basic reading competence (usually by 7.5 years), they need to learn how to deal with different levels of texts and to adjust their style of reading and writing accordingly.

This carefully graded programme is designed to alert the child and teacher to the many modes of purposeful reading and writing. Children find reading non fiction considerably more difficult than fiction because there is no story line which leads them naturally through the text. The programme has carefully balanced both fiction and non fiction in the Fact and Story book and in the readers. There is a recognised shortage of clear and simple non-fiction material for the young readers and this series moves some way to filling the gap.

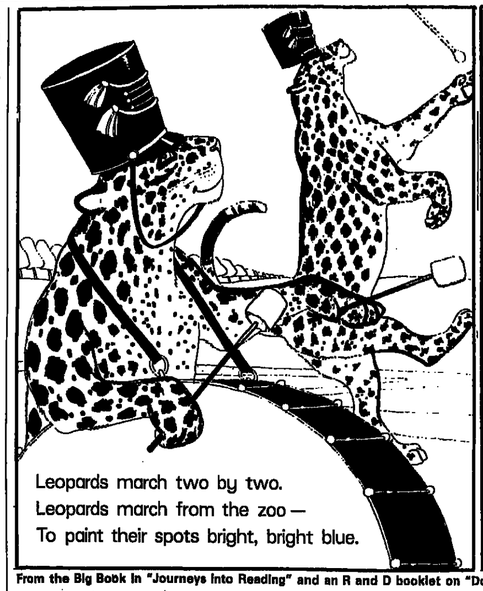
At the same time readers need to experience the excitement and emotion gained from fiction. The editors have tried to offer texts which are more than just "good reads" but leave the reader with something to consider and discuss. The description of "the cold-eyed witch" in "The Magic Ball" (Level 1) whose hands "looked like the roots of trees" immediately takes the readers into the text and presents them with the problem of overcoming the witch who could persuade children to go to her, after which they were never seen again.

The programme is concerned to make children familiar with progressively more difficult language structures and in order to emphasise and consolidate this the language patterns in the Fact and Story books are linked to the language book. A useful chart showing the crossover is given in the Teacher's Manual, eg Instead/instead of occurs in seven of the stories in the Fact and Story Reader and is taken up and discussed in the Language Book (Level 1).

Developing writing for different purposes is fundamental to the pupil's language book. Children's writing reflects their reading, so the wide variety of writing styles found in the readers may help the children to adapt their own writing style to suit their purpose. When they reach Level 3 they are encouraged to look critically at their own writing, to draft and redraft. Pupils are expected to try to express the same thoughts in different ways and carefully constructed exercises alert them to these alternatives.

In order to avoid the generally unenthusiastic response to doing comprehension questions after they have finished a book, there is a deliberate policy not to include them in the books, however if the teacher wants a wide range of comprehension or discussion topics a thorough guide is given in the Teacher's Manual.

This is unquestionably a significant and important publication edited by two outstanding educationists. It endeavours to give children a wide, versatile but solid introduction to the nuances of our language both in reading and writing and it has moved well away from the "keep them busy" work book approach. It should lead to more positive understanding of the variety of texts that we expect children to cope with and also help children to adapt their writing more closely to the purpose for which they have been required to write.



From the Big Book in "Journeys Into Reading" and an R and D booklet on "Dolphins"

Readers for readers

Betty Root and Diana Bentley on new schemes

Study Reading Book 1
by Keith Gardner
Published Oliver & Boyd
Level 1 £2 pack of 4 expendable
Level 2 £1.50 one book non expendable

Ever since the techniques developed during the Schools Council Reading for Learning Project became known, teachers have been attending courses and lectures on DART's. Directed Activities Related to Texts aim to get pupils to reflect on what they have read. Many teachers have acclaimed the value of such skills as skimming, scanning, questioning the text during reading, making notes, sequencing and looking at text structures but it is frequently difficult to find texts which can be used or adapted.

These 32 page disposable workbooks and a 48 page book are very welcome. The varied content material is an excellent introduction to DART's and should enable pupils either in the last year of their primary school or in the first year of the secondary to cope with other similar texts. These are to "busy" work books but material that should improve the ability of the pupils to identify, understand, remember and use information in texts.

Relevant Reading
by Joyce and Peter Young
Publisher: Oliver & Boyd
Action Book 1 £2.95 set of 5
Relevant Reading 1 £1.90
Action Books 2 £2.95 set of 5
Relevant Reading 2 £1.90

This series claims to be reading for "fun, facts, enjoyment and information". The material in the two Relevant Reading books seems to be a conglomeration of anything the authors have found interesting and this could be a far cry from the interests of the pupils. The subjects covered range from the number of hairs on your head; the before e spelling rule to short stories from space. Presumably the pupils are asked to read a section and then are presented with a second book – the Action Book – which contains the

continued on page

questions the pupil is expected to want to answer.

This Action Book follows the same pattern every time: 10 literal comprehension questions, a section for the pupils to research, eg "What are the name, address and telephone number of your Water Authority?", two questions for them to "think about" and finally a vocabulary extension section. Useful for keeping the quicker pupil quiet while the rest catch up? This is an expensive set of books which offers the teacher little that they have not received for years in the form of reading for writing. Separating the questions from the reading section only seems to add to the confusion and the lack of table of contents. It does not deceive the pupils who will quickly realise the pill to be swallowed is in the Action Books.

This set of material is a far cry from the high standard set by Keith Gardner in his children's books – which are reviewed on page [illegible]

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EXTRA

Separate areas

Neil Mercer on changing attitudes to the teaching of reading

In Umberto Eco's novel *The Name of the Rose*, there is a medieval scholar nicknamed "Abbas Agraphicus" because he suffers from a strange psychological affliction; he is able to read fluently, but not able to write. This is as unusual a handicap these days as then, with most of us acquiring an understanding of written language which allows us to do both. There are, of course, some interesting and important differences between these two kinds of literate activity – there are many good readers who are bad spellers, for example – but if one considers how reading and writing have most typically been researched, and taught, it is clear that there has been much less interest in their relationship than in their definition as separate areas of skilled activity.

The historical reasons for this segregation probably have as much to do with the territorial behaviour of academic researchers as anything else; but currently there seems to be a very healthy interest in joining forces and formulating a more coherent, functional account of literacy and its development. Michael Stubbs's book *Language and Literacy* is a good example of this interest amongst linguists, as is Sylvia Scribner and Michael Cole's *The Psychology of Literacy* amongst psychologists. But the reason why this change in perspective is of more than academic interest is that it seems there are also changing attitudes amongst teachers about the ways writing, reading – and the use of spoken language – should be taught.

Reading has traditionally been taught as though it were a passive skill, with children being presented with ready-made reading materials rather than being expected to generate them. There is often almost complete reliance on graded reading schemes (rather than using "real" books) which are meant to ensure children acquire "decoding skills" through a series of well-defined stages. Considerable emphasis is put on accuracy, since any departures from the text are seen as evidence of children's decoding skills not being as well-developed as they should be.

Recent years have shown some justifiable disillusionment with teaching reading in this way as a segregated, narrowly defined activity. It has been argued, for instance, that the purpose of reading is to get children interested in books by helping them understand what a writer (a real person!) is trying to communicate. This places less emphasis on the decoding of single words, and more on teaching children to read larger portions of text with understanding. It is perhaps important to stress that this does not mean that systematic approaches to teaching reading are jettisoned – phonics still has its place – but that there should be more concern about the integration of reading with writing and other language activities. There's a lot more to being literate than matching letters with sounds.

Some recent research can be seen as encouraging this more integrated approach. Nine year olds' relative success with writing has been shown to be highly correlated with their preschool knowledge of literacy and parents' interest in literacy, and those factors are also strongly associated with reading attainment. And American research has confirmed that reading is seen by some children as a narrow, school-bound activity, having little to do with the rest of their lives, and with obvious effects on their motivation to learn. If they see reading as ever being divorced from their own potential for creating written language, then this will make matters even worse. For literate adults, reading and writing are functional, purposeful activities, part and parcel of everyday life.

Throughout the last few years, I have been one of a team from the Open University collecting case studies of the teaching of writing, reading and other language activities from teachers in primary schools all over Britain. Some of these accounts of classroom practice, in the main written by the teachers themselves, were published in our in-service pack *Children, Language and Literature*.

Those more recently collected will be published next month as part of a new in-service pack for primary teachers, *Every Child's Language*. The pack will also contain up-to-date articles on various aspects of language and literacy, in theory and practice. It would be wrong to suggest that our travels revealed widespread changes in primary practice. But, even in these difficult times for teachers everywhere, there are adventurous souls successfully putting the kinds of ideas I have been discussing into practice.

It is very hard to generalize from one teacher's practice to another's and there are important regional variations. Scottish and English educational styles, for example, remain surprisingly distinct, and some language issues – like bilingualism in Wales and in many inner cities – may exert a strong influence on the rest of the language curriculum. But under the heading of "a language experience approach" one could group together a variety of practices which use the learner's own language as a starting point for learning to read. For instance, a child and teacher might begin by discussing something familiar (like a recent event). The teacher then writes down what the child says, either completely or in separate words or phrases, and then encourages the child to read it back. Since the text comes from the child's own language constructions, there should be no stilted or unnatural phrasing, and no unfamiliar vocabulary. Through this method, the relationship between speaking, writing and reading gradually becomes clear. Starting from meaning, a child can eventually learn about the alphabet, words and punctuation.

Some other teaching methods might be similarly grouped as "language awareness work" in which children are encouraged to look for similarities and differences between styles and varieties of spoken and written language, in the belief that through greater discrimination and understanding of language in use will come greater mastery.

Every so often, one hears someone claim that, in these days of visual mass media and "new technology", becoming literate is of less importance to children. This is patently false. But it may be especially important to help children approach literacy as a set of related activities which have real significance in their everyday lives.

Every Child's Language (P534), published by the Open University and Multilingual Matters Ltd, is one of a number of in-service packs available from the Learning Materials Service, The Open University, Milton Keynes MK3 6HW.

Neil Mercer is Director of the Language and Communications Programme Area in The School of Education at The Open University.

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Tessa Potter

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EXTRA

Proof of the pudding . . .

John Bald looks at the results of parental co-operation

In 1966, Dr Joyce Morris's *Standards and Progress in Reading* "produced evidence of a connection between parental encouragement and the reading ability of juniors". Her results are perhaps most clearly presented in the form of a table. (Table 1).

In addition, Dr Morris found that, among parents of "good" readers, 61 per cent of fathers and 49 per cent of mothers were members of public libraries, while the corresponding figures for "poor" readers were 15 per cent and 13 per cent respectively.

Table 1: Help and Encouragement and Reading Performance – third year juniors

		Mother	Father	Both Parents
Lots of Encouragement	Poor Readers	9%	3%	2%
	Good Readers	76%	61%	52%
No encouragement	Poor Readers	54%	74%	46%
	Good Readers	6%	12%	14%

With hindsight, these results seem highly significant, but Dr Morris did not investigate the nature of the "connection" between encouragement and performance, and there is no identification of particular patterns of encouragement which might prove most effective.

In the same year, Dolores Durkin, in *Children Who Read Early* was more specific. She found no clear connection between early reading and either social class or the simple provision of instruction. Instead:

"What is much more important, the research data indicated, is the presence of parents who spend time with their children; who read to them; who answer their questions and their requests for help; and who demonstrate in their own lives that reading is a rich source of relaxation, information and contentment."

Durkin's findings initiated Hunter-Grundin literacy project.

Fluent Readers (1975) presents a similar view, emphasizing library membership and the importance of making reading a central part of family life.

With the publication of the Thomas Coram Research Unit's Haringey Study in 1982, the focal point of research moved from analysis of existing parental support to consideration of the potential benefits of its expansion. The sheer volume of research also grew so quickly that it is now almost impossible to keep up with it. A new briefing paper by Ann Robinson (*Reading: Parents, Children and Teachers*, £3.40 post free from The National Children's Bureau, 8 Wakley Street, London EC1V 7QE) refers to forty separate initiatives, while last September's issue of *Special Education: Forward Trends* lists ten independent studies of the "paired reading" technique alone. More recent still has been Barry Stierer's research on the work of parents and volunteers in school (*TES*, 15.3.85).

There has, however, been so much variation in the design, conduct and assessment of these studies that analysis of the impact and potential of parental involvement remains very difficult. Sample sizes range from individual case studies to groups of 60 to 80 primary schools, parents help at home, in school or both, and results can be based on anything from the Burt Word Reading Test to the sophisticated battery of tests used in the Haringey project onwards.

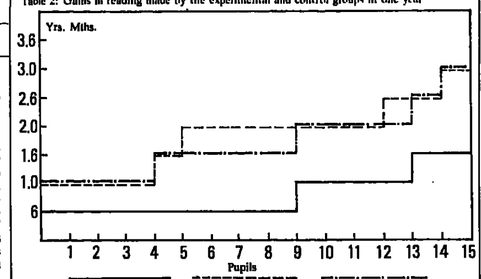
It has been shown that they can record success as well as failure, and that the evidence they provide can be particularly convincing to people who are not directly involved in the work, but who often have an influence on funding and policy. Their limitations and potential in assessing the effects of parental involvement need to be considered in detail.

Dyslexia or Illiteracy, the main results of which are presented in table 2, is a useful starting point. Each line records the progress made by one of three groups of 15 pupils, matched for IQ, age and reading age, in the year of the project's duration:

The two more successful groups had received an intensive programme of parental help, consisting of sessions of half-an-hour each night supplemented by holiday schools. One of these groups was composed of pupils who had previously been independently described as "dyslexic", and this group had only slightly lower mean progress than the other parental involvement group – 1.8 against 2 years – while great improvements were also noted in pupils' attitudes and self-esteem. The mean progress of the control group over the same period was 8 months.

However, in a discussion paper published last year by the DES, the authors say that "none of the pupils in the Project could be considered to have overcome their difficulties until they were both reading and spelling at above a 13-year-old level". As the tests on which this statement is based are standardized tests in "reading for meaning" and spelling, although the spelling test was for some reason omitted. The tests are available in five levels, according to chronological age, and the "reading for meaning" test at each level consists of a short story which has to be completed by selecting words which would make sense from groups of words inserted in the text. The stories are enjoyable, more closely related to the normal reading experience of young children than sentence or word recognition tests, and, unlike most "cloze" tests do not contain an implicit element of writing or spelling. The first three levels of the test were, moreover, standardized with reference to school catchment areas categorized as "EPS/SPS", "Working Class", "Mixed Working and Middle Class" and "Middle Class". These were the only levels available at the time of the research, and are the basis of the results in table 3. The "HG" figure refers to the scores obtained in standardizing the tests, the "Cov" to the Coventry results in schools classified in the same categories.

Table 2: Gains in reading made by the experimental and control groups in one year



(Source: *Dyslexia or Illiteracy*, p.144)

In view of the consistency with which educational performance has been linked to socio-economic factors, these figures are quite remarkable. However, for levels four and five of the profiles, Drs Hunter-Grundin decided that socio-economic categorization was often too crude, and have substituted a ranking table based on media rather than mean scores. This may be an improvement, but it also implies that comparisons using levels four or five of the profiles will be on a different basis from those using the first three. The ceiling of "reading for meaning" at level 5 is 15 years 10 months "or more".

The need for continued assessment is particularly pressing in view of what has already been achieved. Parental involvement is riding a wave of professional enthusiasm at the moment, new schemes are starting every week and the results which are being recorded are quite unprecedented. On the other hand short-term test results, however consistent and positive, must be seen as provisional until it is shown unequivocally that improvements can be sustained well into the secondary school and then profitably with supporting evidence of pupils' ability to use their reading in a broad range of school work. Such evidence, like the more recent long-term studies of Head-start in the United States, may be a long time in coming and may even be delayed by reluctance to allow assessment in secondary schools. Its power, however, should not be doubted, for the final vindication of parental involvement will not only be in the pleasure it brings to children's reading, but also in what it enables them to do.

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be used against them by the l.e.a. Nevertheless, and despite consistent valuable evidence of enjoyment of books, good motivation and improved relationships which characterize parental involvement, results from standardized tests have been a crucial factor at every stage of the movement's development from the Haringey project onwards.

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results in table 2 are based on the Salford Reading Test, which has a ceiling of "10.6+", this would appear to have been an afterthought, and one not easily justified. The authors could surely have found some means of further assessment for pupils who outscored the test, which is clearly an inadequate means of assessing the success or failure of the project. It is also fortunate that a full account of the project's work is not yet available, as it would be useful to have more details of the approach to teacher writing, as well as evidence to support the claim of improved spelling and at least some account of a sub-project carried out in two junior schools.

Table 3: Reading for meaning: Mean standard score Coventry (Cov) and Hunter-Grundin (H.G.) norms

School Category	Level 1		Level 2		Level 3	
	H.G.	Cov	H.G.	Cov	H.G.	Cov
EPA/SPS	95	94	95	102	93	107
'Working Class'	99	88	98	112	98	
'Middle Class'	102		106		103	

(Source: *Raising Standards*, Community Education Development Centre, Coventry p.37)

The *Hunter-Grundin Literacy Profiles* (The Test Agency, Cournswood House, North Dean, High Wycombe, Bucks) which were used in the Coventry research, provide more extensive information and include an outline assessment of spoken language, writing and attitudes to reading as well as standardized tests in "reading for meaning" and spelling, although the spelling test was for some reason omitted. The tests are available in five levels, according to chronological age, and the "reading for meaning" test at each level consists of a short story which has to be completed by selecting words which would make sense from groups of words inserted in the text. The stories are enjoyable, more closely related to the normal reading experience of young children than sentence or word recognition tests, and, unlike most "cloze" tests do not contain an implicit element of writing or spelling. The first three levels of the test were, moreover, standardized with reference to school catchment areas categorized as "EPS/SPS", "Working Class", "Mixed Working and Middle Class" and "Middle Class". These were the only levels available at the time of the research, and are the basis of the results in table 3. The "HG" figure refers to the scores obtained in standardizing the tests, the "Cov" to the Coventry results in schools classified in the same categories.

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EXTRA

Boxes of books

Mary Hoffman on choosing books

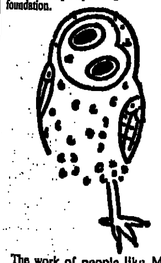
There is never a shortage of new theories about how children learn to read. What is less common but more urgently needed is guidance on what they might want to read. Wherever there is money to spend on books the onus is on the teacher to make the choice, often at very short notice, and teachers are very honest about admitting when they need help. Some would like a knowledgeable outside agency to do the choosing for them; others have been turning to self-help methods.

In the bad old days it wasn't necessary to be so knowledgeable. When reading was taught by flashcards, cut-out letters, sand-trays, matching pictures and anything else that wasn't a book, the only reading matter that was needed was the ubiquitous reading scheme and the choices about which one had probably been made years ago.

Little reading commandoes hurled themselves at the assault course of the scheme and when they baulked at an obstacle, had to take another run at it until they could surmount it. "Hell is a bit like a reading schenie," a pupil recently told the head of his inner London school. The ones who spent too long on these book-loops were taken off the course for more flashcards, word games etc. The poorest readers were the least likely to gain access to a real book. Only those who had climbed all the graded steps of the scheme were rewarded with something written in uncontrolled vocabulary.

We know better now and yet there are still hardworking and committed teachers who believe that "poor readers need the structure of a reading scheme", as if a real story written by a real writer had no structure at all. And there are still classrooms which contain no books save those in the reading scheme.

This is the legacy of the many decades in this country in which the teaching of reading and knowledge about children's books have been separate specialisms, each with its own experts, journals, courses and literature. The reading specialists saw the book as the pinnacle of reading, while the literature people regarded it as the foundation.



The work of people like Margaret Meek, Jill Bennett, Cliff Moon and a handful of others over the last 10 years has done a lot to rejoin reading to its roots. So a lot more teachers are interested in stocking their classrooms with real books and looking for guidance on where to start.

Then too the last 10 or 15 years has made teachers look not only at the literary quality of what children read but also at its social content. In fact the impetus for that reassessment came largely from teachers themselves, who saw their pupils becoming alienated from books that were so distant from their own experience.

The School Bookshop movement, which began in 1976 and now runs to some 8,000 shops, also helped to change teacher-awareness of books. New paperbacks, the kind of book that children most like, were filtering into schools and teacher-booksellers were reading them, as well as pupil-customers.

Now the demands on teachers are greater than ever before. Everyone who has any more to spend wants to be super-careful about getting value for it. People are aware of issues like racism and sexism in children's books. But how can you choose knowledgeably for the class collection, the school library and possibly a school bookshop out of the 5,000 or so children's titles that are published currently every year?

Pre-selection

Teachers who want to supplement or replace reading schemes in the Primary school have two pillars to support them: pre-selection, a gamble to make sure that the books you order are going to be worth reading, and the knowledge of what is available.

Pre-selection is the area it is most difficult to keep up with and where a pre-selection might be least acceptable – though Book Boxes of fiction for the first four years of Secondary School. One way of keeping up-to-date is reading the specialist Children's Book Review, which is published four times a year and has a subscription of £8.50 (Signal Publications, 49 Close Road, Oxford OX2 7PW). Reviewing journals for children's books have proliferated – there's *Signal*, *Children's Literature in Education*, *School Librarian*, *Books for Keeps* (from the School Bookshop Association) and *Books for Your Children* (aimed at parents).

Dragons' Teeth is particularly concerned with racism in children's books. You can get a full list of the 40 or so periodicals dealing with children's books from the National Book League, for 50p. Children's book addicts probably read them all, but one or two may be enough if you can get to know particular reviewers and how to interpret their opinions.

Annual publications

This year sees the re-birth of NBL's *Children's Books of the Year* touring exhibition and annotated catalogue, chosen by Julia Eccleshare, who was children's books editor of the *TLS* and worked as an editor at Hamish Hamilton. CBY covers fiction and non-fiction up to about 13 years of age. While it was resting, *Signal* started publishing its own annual *Review of Children's Books*, which gives longer notices and round-up articles by several different specialist critics.

Booklists

If you want books of a special kind or for a specific age group, there are booklists to guide you. If you are looking for positive heroines and anti-sexist books, there is Rosemary Stones's *Ms Muffet Fights Back*, available from Puffin. And Judith Elkin and others have just compiled a new resources list for the School Bookshop Association called *The "Books for Keeps" Guide to Books for a multi-cultural Society* 8–12. A younger and an older list are both in preparation. *Signal* publishes a range of annotated booklists, including the Jill Bennett ones. The only trouble with published booklists is that they go out of date so quickly. Publishers now keep very short backlists, so that the books you want are often no longer in print.

Review journals

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Above left: from The Owl Who Was Afraid of the Dark by Jill Tomlinson; right: from Meet My Folks by Ted Hughes; below from The Beaver Horse and Pony Quiz Book. All the books come in Kaleidoscope boxes.

Information centres

London is fortunate in having the Children's Book Centre at the National Book League in Waudsworth, where you can see copies of every children's book title published in the current year. Other centres in London, such as CUES have their own libraries and some publish booklists. If you are not near any specialist centres, you have to 'rely on your local' Schools Libraries Services, children's librarians and, if you are lucky, a specialist children's bookshop. All these places contain knowledgeable book-people, who may also be real book enthusiasts and be happy to help you with choice.

Review groups

If your are not in touch with any such place or person, or if you really value the experience of reading and handling the books yourself, you can join, or set up, a reviewing group in your local authority. Such groups usually do produce pamphlets of reviews and recommendations, which are very useful to colleagues, but it's the compilers who benefit most. There is nothing that improves one's acquaintance with books so much as arguing and enthusing over them with a group of colleagues.

Whether you do-it-yourself or trust someone more experienced to do it for you, when it comes to choosing children's books, the most important thing is to establish what criteria you are using for your choice. And in doing this you need to know the books as well as you know the children.

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EXTRA

Writing fiction

by David Orme

For a number of reasons, fiction is not highly regarded as a writing task in English. In the primary school the story is a relatively painless vehicle for the development of writing skills, but with older children the familiar farragos of bank robberies, trips to outer space and resumés of feature films are thankfully abandoned, and the cry is "write from experience". This is far more likely to result in original and interesting writing. Children's attempts at fiction are usually derivative, dull, and too short to offer much scope for the development of character and plot.

One advantage that fiction has over other possible tasks is that children do seem to enjoy writing it. They are happy to write stories at length, and very tedious they are too, on the whole. In this article I offer four new approaches to the writing of fiction in class. These have the advantages of reaching something about the development of character and plot, and allow for drafting and discussion. They are also enormous fun to do. They are all extended projects; the first three involve an entire class for anything up to a term.

The class novel

If a pupil can write a thousand words, then thirty pupils can write thirty thousand, the length of a short novel. Thirty lots of five hundred is still a substantial piece of work.

Producing the novel requires an enormous amount of planning and research. If there are say, fifteen chapters, and each pupil is to write half a chapter, then the plot of the novel must be worked out in considerable detail. Likewise the characters; each one must have a detailed profile prepared in advance. There is obviously plenty of room for descriptive detail, and so the background and location must be thoroughly researched.

My first attempt at a form novel (with a non-academic set) took the form of a "disaster movie" scenario. This had the advantage of bringing together a large number of varied characters in one place. They can be bumped off in various gruesome ways (which the boys delight in describing), and we had a look at disaster movie stereotypes: the Man Who Panics, the Hero, the Brave Boy, the Sick-Child-That-Must-Have-An-Operation, The Unspeakable Smug Nun, and all the rest. We decided to set the novel in Africa; a plane had crashed in the jungle! Thus the first half of term was occupied with projects on the Boeing 747 (with help from a friendly local pilot), life in the rain forest, and the geography of Zaire, and lengthy discussion on characters and plot details.

When everyone was absolutely clear on what they had to do, the first drafts were written. After this the whole MS was read through to see if the joins showed. After discussion, and correction of spelling, punctuation and so on, the last drafts were written. The final task was to bind up the sections into one. We had written our novel, and, if the result is unlikely to trouble the Booker Prize judges, the children thought it was superb.

The Role Playing Story

This is a fascinating way to work on the development of characters. The basic idea is that each pupil becomes a character in an adventure story, and he or she is responsible for developing this character in advance, and it is a good idea from a cost point of view to limit the number of photographs to a single film cartridge. Once the photographs are developed, they can be stuck in a scrapbook, with more-or-less extended captions written by the pupils to tell the story in words. This is a particularly good project with less able groups.

Choose Your Own Ending

Once the basic principle of these has been worked out, the stories are best written in small groups of two or three.

Most children enjoy the "programmed" stories in which they are asked to make decisions, and then turn to the appropriate page to see the result of this. To judge by the vast array of new titles, some idea of how to write such stories might be a lucrative skill. While I wonder sometimes about the effect of this stuff on children as *readers*, it is an interesting project for them as writers.

I had no idea to start with how the writers of these novels set about constructing them, and so, with a fairly bright class, I started from first principles. We discovered that a flow diagram was an essential prerequisite, with boxes representing the pages and arrows the choice of routes. A good start seemed to be to choose something concrete for the story, such as a journey around an island; the arrows can be paths, the boxes tribes of cannibals, treasure, and so on. Later on the stories can be made more abstract. The various "episodes" need to be written on separate sheets, which can be stapled together in the required order when the story is complete.

A Story in Photographs

This project requires a little more preparation. The idea is to produce a story that can be told in a series of photographs, with the pupils featuring in these as the various heroes and villains. The story can be a simple school one, or it can be more involved, using costumes, depending on time and resources available. Each photograph needs planning in advance, and

reversal of fortune; the class tended to keep things too cosy. A fictional injury resulted in real-life tears on one occasion. It was interesting to observe, too, how fictional relationships reflected and reinforced real-life ones.

David Orme is Head of English at Twyford School, Winchester, and Director of the Schools' Poetry Association.

Byzantine task

Skill Teach
by Kath Shelton, £15
Sheffield City Polytechnic Department of Education Services

Teaching children to read with confidence and fluency is perhaps the biggest challenge which any teacher has to face. Reading, after all, is a skill of Byzantine complexity, involving so much neurological circuitry as to make the teacher despair of ever being able to make generalizations of a kind which will enable her to help her thirty or so pupils. As if that were not enough, because reading is such a fundamental social skill, its acquisition is surrounded by all manner of emotional tensions, with the result that any degree of failure is likely to precipitate a disastrous slide into lack of confidence, refusal to cooperate, misery and standstill.

Kath Shelton clearly understands all of this, and also realizes that while the teacher cries out for structured materials which will help her, she has neither the time nor the facilities to make use of any system which is in any way complicated. As a result, *Skill Teach* is easy to understand, easy to use and clear in its aims.

The pack consists of a teacher's book and some two hundred sheets which are intended for duplication. The teacher's book tells the teacher what to do and the sheets provide the material to put in front of the children. There is a series of diagnostic items which will enable the teacher to discover and record which skills are missing, and there is a structured programme of phonics and a parallel set of units which teach a sight vocabulary of non-phonic words.

The material is entirely sound and is usable with any reading scheme since its vocabulary is based upon frequency rather than on words found in reading books. It is particularly intended for remedial work.

Many teachers, reading advisers and heads have devised this kind of material for themselves. Even so, there are many teachers who do not have such support, and as economies bite, specialist help recedes, leaving many an inexperienced teacher wondering how to help her poor readers. I urge any colleague in this position to have a look at *Skill Teach*. It may well be the means of bringing order and relief to a bewildering classroom problem.

Gerald Haigh

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New forms of life

Mary Jane Drummond on multicultural fiction

The pace of evolutionary advance is maddeningly slow. Way back in the Jurassic, the Plowden report warned us that an exclusive diet of graded reading schemes was not a wise or successful adaptation; then centuries seemed to pass before the Bullock report underlined the message, advocating a richer mix, including "fantasy, fairy and folk-tale". But the great dinosaurs of the publishing world continued to dominate the swamps, and still roam the plains in huge numbers today. *Through the Rainbow, Ladybird, Happy Venture* and the newly arrived Tyrannosaurus Rex of them all – Ginn's *Readiriq 360*. Through the ages we have also been reminded that not all children are white or middle-class, nor aspire to be, and the idea that some books for young children should reflect different cultural backgrounds and traditions has been around a very long time. So, slowly, out of the mud, come creeping new forms of life: children starting to read have recently been treated to Methuen's excellent *Terraced House* series, but fiction is less well-represented. Two new sets of books will do something, but not a lot, to meet this need.

Collins' set of eight titles, *A World of Folk Tales*, is very much in the tradition of Mart Davis' earlier series of twelve, *First and Second Folk Tales*. The stories are all set in that never-never land of the unspecified past, where black people endure their adventures very scantily clad, and white people encounter castles, kings and dragons. The animals talk, the wicked are punished, the good prevail, and the beautiful girl gets her man. There's no help with geography – where or what, for example, is the Santal Parganas (the setting of "Six Witches – a story from India")? And I suspect that the dubious pronunciation of some of the proper names would discourage a number of the six or seven year olds who might be offered these books (how would you tackle the Malaysian story teller Che Busu, or the Aboriginal giant-child Walloobah?).

Ginn's new series of four, *Tales of the Caribbean*, is more ambitious and comes attended by teachers' notes, a map of the region, glossaries, and a professional consultant. But the map is positively Orwellian: Cuba is simply not named – a non-island – nor is any island smaller than Trinidad. The glossaries miss out a good many words that were new to me, and instead define much more accessible ones, such as a galleon, crew, florist, bellow, cavern, and praise, which I would have thought were well within the receptive vocabulary of the 10 to 14 year olds the books are intended for. Of all the more precise children who have read *Reading 360* level 10). Some of the glossary definitions are pretty simple-minded: "Immigration – where you have your passport examined and then are allowed to

From "The Island", a new story in the Link-up series from Holmes McDougall

know a bit more about the world than that.

The Teacher's Notes are intended to be helpful, but the suggestions for follow-up work are hardly likely to make teachers sit up and think: "Discuss greed". "Ask the children to find out about hurricanes". "Let the children paint an African village". But one throw-away line in the notes of "Witches and Duppies" made quite an impression on me. "Find out about the way witches were treated in Britain in the past (ducking stools etc)". It strikes me that the author of these notes has got a fair bit of finding out to do for himself; just to get him started, a few figures. A conservative estimate for the number of women murdered as witches in Europe is 2 million, and the scholar Mathilda Gago, writing in 1893, sets it as high as 9 million in three hundred years (further reading available on application). She does not give an estimate of the number of ducking stools.

Non-feminist teachers, who can overlook stuff like that, may choose to worry about a confusion of purposes revealed in these same notes; in a way, it is an understandable confusion because there is a genuine debate involved. Do we or don't we intend to frighten children with tales of the supernatural? How much terror do we want to create? But these notes trivialize the issue by dismissing it in one brief aside "Let the children draw a picture and write a story about an evil spirit. (But keep the tone cheerful and humorous in case some children are genuinely frightened)".

Alas, as far as worthwhile "multicultural" fiction goes, we are still in the swamps of pre-history. But even the dinosaurs didn't last for ever, and perhaps the new Cretaceous age is about to dawn. At least Collins and Ginn have identified a niche for the next phase of evolution.

ARTS

Rhyme and reason

Poetry Carnival UK: reports from Exeter, Southampton and North Yorkshire

Pupils from Harlesden Primary School taking part in Brent Poetry Carnival

When the Mayor of Hamelin had a spot of bother with vermin and a musician, it will be recalled, he botched the job and lost the labour force of an entire generation. The Mayor of Exeter judged it wiser to get out on to the streets himself to join the children from two first schools, and took along his mace bearer for good measure. The chairman of governors donned a particoloured cloak, the Mayor sportingly portrayed his foolish counterpart, and a jigging procession of costumed children, teachers and assorted rats wound around the estates to the delight of "families by tens and dozens" who lined the route.

This kind of thing was almost commonplace during the carnival. Yet now it is over and the adrenalin has subsided a little, people admit that it was all rather surprising. All over the city, children wrote poems, listened to poems, read poems, minced poems and dramatized poems. When HRH The Duchess of Kent popped a royal head round a door in the Arts Centre (which she had just officially opened), the students from Rolle College interrupted their poetry show for only a moment, the children mostly carried on watching them and the tutor paused just to tug a poetic forelock. Then the audience themselves became a colourful procession around the city centre in case anyone still hadn't heard there was a carnival on.

One village school (with 40 children) on the edge of the city, tentatively organized an evening for parents (8.00–9.30) to come and talk about poetry. They eased the last of them out of the door at 11.00. High school students presented shows for juniors. Infants went to an old people's home to read their favourite poems – and the pensioners recited theirs back to them. Governors looked in to share *their* favourites. Over 3,000 children saw three poetry shows toured around the city by the University School of Education. Another 1,000 infants saw their teachers – or most of them – dress up, St Trinian-fashion, to join in the Advisory Teachers' Roadshow. (In fact, rather a lot of adults, parents included, seemed keen to dress up whenever possible.) Deciding poetry shows were becoming passé, one school did theirs in French. A secondary group made videos of images to accompany voice-over poems.

Real poets were demythologized. Half a dozen of them read, talked, and were interrogated around the schools. Children wrote about trips they had been on ("What *else* rhymes with stalagmite?"), about memories, about themes; or just played around with words to see how they felt. Some schools looked like the Forest of Arden after Orlando had passed by – poems stuck up everywhere. A little naive, perhaps, to the élitist eye. But the committee set up by the Exeter Academic Council to plan the carnival see this as a beginning.

Strongly supported by the county advisers, they had underpinned the carnival fortnight by a series of preliminary workshops in the autumn to encourage teachers, who often professed inadequacy or honest ignorance. All the schools in Devon were issued with Brian Merrick's *Poetry Teaching Notebook*, designed as a basis for a staff's continuing collaborative work on poetry. Plymouth, which also organized a full programme, has already produced a handsome anthology of children's work, introduced by Ted Hughes. The Exeter committee has not disbanded, but is breathing deeply.

Two lessons stand out. First, the Poetry Carnival showed how readily, given such a context, different sections of the community could share common ground. Second, teachers were caught up in a celebration of childhood itself. Without sentimentality, Mike Rosen provided exactly that for over 200 teachers at the carnival's final flourish at the Rougement Hotel. This was no indulgence. The more Sir Keith reports you could do better, must try harder, don't deserve to get paid more – the more you need the personal recreation this kind of evening provides and the reaffirmation that the job's still worth doing.

Geoff Fox

The hall itself was divided in half; there was a group on stage behind the dark yellow curtains, there were seminars in the bars and no less than five workshops crushed into dressing-rooms . . . For two days last week the Poetry Carnival filled every corner of Southampton's Guildhall.

From morning until late evening there were readings by published poets, workshops, lectures and presentations by and for children of all ages. A poetry bookshop in the foyer did brisk business, as did the Poetry Tent ("Couplets Under Canvas"!) while a nearby VDU showed anyone who happened to be passing just what computer technology could do to illuminate the intricacies of rhyme in a poem by the 17th century divine, George Herbert.

It was an appropriately-named affair. It was a carnival and quite fitting that children from the Crestwood School should have dressed up as giant strawberries, grapes and melon segments to present part of their Poetry Roadshow. Perfectly right too that the outrageous Desmond Fairybreath should have been on hand with Dorothy (a poetic drag queen doffed up at one stage in what seemed to be a life-size replica of the "Santa Maria") serving up "kinetic poems and racy cocktails" to an appreciative middle-school audience.

Equally it was entirely appropriate that, amid all the light-hearted events, space was kept for the more serious side of things. Sixth-formers from the Mountbatten School presented their own portrait of Sylvia Plath, drawn entirely from her works. Others rather shyly brought in their own poems for professional scrutiny at a series of writers' workshops led by poets including Kevin Crossley-Holland, David Constantine, Gillian Clarke and Peter Forbes.

Autograph-hunters had the time of their lives, for Southampton's Poetry Carnival also presented informal readings by both nationally-known poets and writers who have special connections with the south. Apart from the mysterious "Prince of Poetry", a sort of Master of the Revels with a daffodil in the pocket of his dress suit; Anne Stevenson, Brian Hinton and John McGavin were around for some or all of the day events. Anne Stevenson was also on stage at a more formal reading on the first night, when she was joined by George Macbeth and Gavin Ewart, the latter celebrating the recent publication of his latest collection, *The Young Pobble's Guide to His Toes*. Rounding off the whole carnival was, if anything, an even more prestigious trio. For just one evening, Brian Patten, Roger McGough and John Hegley brought the Merseysound to the quieter waters of the Itchen – quieter, that is, before the Poetry Carnival came to town.

Hugh David

Visiting children to the Fishergate Primary School in York milled round a bookshop display of poetry books and dived for their favourites.

The walls were papered with poems from local schools. Absorbed children took them in slowly as if they were paintings in a gallery; others shouted and shared. They were taken into another room to listen to a reading or watch a performance by visiting poets and singers and, all in the same half-day, took part in a professionally led workshop which culminated in readings of their own poetry, or hearing the song they'd written, or performing their dance or drama. By the end of the session they were bursting with poetry. A small child in my group sought me out to give me the elusive word that had escaped him when he'd been writing his poem. Another wanted to quote me his favourite poem. Who would have thought that such young children would be able to sit cross-legged and enthralled on a cold floor and listen to an hour of poetry – not only listen, but vividly recall it afterwards?

The children who visited Fishergate School were only a small part of a much wider experience throughout North Yorkshire, participating in what the carnival organizer David Spearman termed "A major literary event". Up to 3,000 pupils and teachers, chiefly but not exclusively from primary schools, visited centres in York, Harrogate and Scarborough. Others were visited in their own schools; all to take part in a series of workshops, readings and performances given by a touring team which included Vernon Scannell, Graham Mort, Nick Toczeck, The Beasties, Alison McMorland. They heard all kinds of poetry on all kinds of levels; they wrote their own poems in ones and pairs and small groups and classloads.

At the College of Ripon and York St John in York a booklet of work by further education and sixth form students is being produced. There are also plans to print the poems that came from the primary school workshops and displays; but the most gratifying result was surely the most immediate one of seeing the children emerging from the sessions with hands, heads and talk full of poetry.

Berlie Doherty

Literary competition

Competition No 61. Report by Scylla

You were asked to weave the threads of fools, Shakespeare, cruelty (Hilot) and pilgrims (Chaucer) into a neat little April poem. What a bonanza this produced! And what variety of mood did the four threads lead you to, from grave to happy, deep-thinking to witty, cynical to devil-may-care. So many of you were in the final "pool" that a strict eliminating process had to be devised. Some poems missed out some threads (some I fear, all!) Out with them, even Mary Hollby's trim and witty – but fool-less – verse. Two of Gedorge Moor's entries were in the final, but could his impeccable heroic couplets, or indeed John Sweetman's clever collage be described as "neat" or "trim"? "Neatness is all" was the final criterion.

£12 each to Gerald Vinestock, Jedediah Barrow and Bill Greenwell, £10 each to E O Parrott and E J Elwin, and £4 to Jock Whiteside for his first stanza. Mentions to Joyce Sugg and to Michael Bulley who in a less competitive week may well have won prizes.

Will's gone to Stratford, "King Lear" in his play,
Daughter's at Molesworth till late on in May,
Pilgrims to art and of pacifist bent,
Though not at Canterbury, both seeing Kent.

The grass on the lawn is losing to moss,
The oats are all blind, the tullips a loss;
Spade handle's rotted, the hoe can't be
found,
The flowers are dappel, the weeds

Encumbered with bindweed, *I'm* April's fool:
Burdock and hemlock and couch grass I pull.
Oh sickening April, old Browning's jewel,
Where *are* the lilacs? – your breeding's just cruel.

Gerald Vinestock

The cruelty which breeds
With such pain under earth
Engenders the seeds
Which ensure the world's fabled rebirth.

As the Bard creates lines
Which the world will extol,
So the Pilgrim seeks shrines
To replenish his sin-besmirched soul.

But the Pool in the rain
With a smile on his face
Makes the sun shine again,
For the Fool is the Child of God's Grace.

Jedediah Barrow

(with apologies to Roy Fuller's War Poet)

Eliot thought it a waste
Browning mourned it, displaced
Abroad, Chaucer, over the moon,
Praised it. So did Pat Boone.
Fools are, for once, suffered gladly.
Bridges loved the month madly.
St George, who's remembered here,

Beasts. Cuckoos feather stray nests,
Proserpine heard herself urged
By Pluto. Shakespeare emerged,
Ashley – it's his or her name.
What a shower of spurious fame!

Bill Greenwell

When April's come, the spring is here,
As Will, its birthday boy makes clear;
Its herald is that day of Folly
To banish Winter's melancholy.

Though poor Tom Eliot fell a-cold,
He was a clerk, perverse and old.
The bank he knew, he worried inside
To count its cash, not daises pied.
So, Browning, hasten from abroad
It's time to seek some woo-dland sward.
And once more, like a pilgrim, go
To see the cherries hung with snow.

E O Parrott

April rains OK

Eliot, I think, was an April fool:
When a shower soaked his spats
He thought the month was being cruel.

He should have kept to cats.

But I, like Chaucer's "yong squier"
Think now the year is young
I'll pilgrimage – to Warwickshire
Where Will and spring bout sprung.

I'll fling my Elliot in a pool,
And tramp (though through pleasure)

I'd rather be a Shakespeare fool,
And sing "Hey ho for rain!"

E J Elwin

April

When April showers came Browning's way
He thought of England, but didn't stay:
The elm trees now are a long time dead,
Just dust, like Shakespeare's second best bed.

Jock Whiteside

Competition No 62. Set by Clarydils.

The obituary that is all the more telling for being quietly and politely so – the art is still practised: via these snippets from a *Times* obit of a tabloid journalist who died last year: "did not always welcome the opinions of others . . . a precise, neat man who struck those with whom he worked as having tried to iron out any quirks or eccentricities in his character . . . a fluent writer but gave no impression . . . of trying to be an intellectual heavyweight."

Up to 150 words, please, of an obituary of a politician, civil servant, industrialist, actor, painter, novelist, soldier, TV personality, pop musician – or headmaster, which allows at least some of the lineaments of a monster to be seen through the courteous toga of conventional tribute. Closing date: April 17.

Peace work

On Easter Monday at 7.30pm the Royal Festival Hall will echo to the sounds of a new musical "passion" The Gates of Greenham, performed by 300 Quaker singers and instrumentalists from all over Britain, from Holland and the USA.

Composer Tony Biggin, former ILEA and Sheffield teacher now on secondment from Abercorwy School, North Wales, has been working on the musical for 18 months. His text is a mosaic of Greenham womens' experiences drawn from conservations, statements, writings. Like the Greenham story it is unfinished, "stop press" additions being made during the final rehearsal period leading to the performance.

From April 2–8 choir and orchestra will be working flat out, joined by four soloists and two readers, including the RSC's Sheila Hancock. The hope is to share the Greenham spirit with an audience of 2,500, encouraging hope for peace.

John James

Tel 01-388 1978 for further details.

Next week

Robin Buss reviews the BFI's *TV and Schooling*; Edward Blishen on Isaac Bashevis Singer

ENDPAGE
Brian Alderson on John Ashbery and Charles Causley; Pierre Watter on Utopian thinking page 37

Places of worship

World Religions in Avon
A series of packs of slides and pictures covering the Hindu mandir, the masjid, and the gurdwara.
Each pack consists of five booklets of photographs with teacher's notes, £7.50, and a slide set with tape commentary, £7.50.
Booklets and slides are available separately.
RLDU, Bishop Road, Bishopston, Bristol BS7 8LS.

It is now almost routine for a religious studies course to take children to visit places of worship. Unplanned, the result has occasionally been a disaster but frequently the experience has been richly rewarding. In 1982 the Avon education authority ran a course for teachers entitled "Visits to Places of Worship". It was carefully thought out and excellently planned. At every stage the local communities were consulted and liaison was extremely close.

Sometimes, one fears, the visit is an end in itself, perhaps the last item in a course, lacking any follow-up. It is therefore, pleasing to welcome these materials which will enable children in Avon to re-live the experience of visiting places by working in small groups on photographs of the buildings and the people who use them.

This is why there are five collections of photographs in each pack. However, because each place of worship is also covered by a set of slides, it is possible for the materials to be used outside the confines of Avon, as far away as Inverness, Conway, or Norfolk. Through the slides and tape a visit can be simulated, and the photo packs used for reinforcement. Even in areas where the first-hand encounter with religions is possible, these resources [illegible] suitable for [illegible] the first exercise pupils are encouraged to attempt with the pictures is to match them to the text supplied with each pack. This serves as a useful comprehension exercise. Afterwards groups of individuals can work on topics related to each picture, iconography, the meaning of a ritual, information about prayer positions, a discussion on the significance of prayer itself.

Two features make these materials particularly commendable. First, they have been trialled extensively in Avon secondary schools. Second, the sets are about communities at worship, and through them children meet people.

A pack of Buddhism is almost complete, one on the synagogue is being prepared, and it is rumoured that Christianity may also be included – through the worship of a black Christian congregation.

W Owen Cole

notes

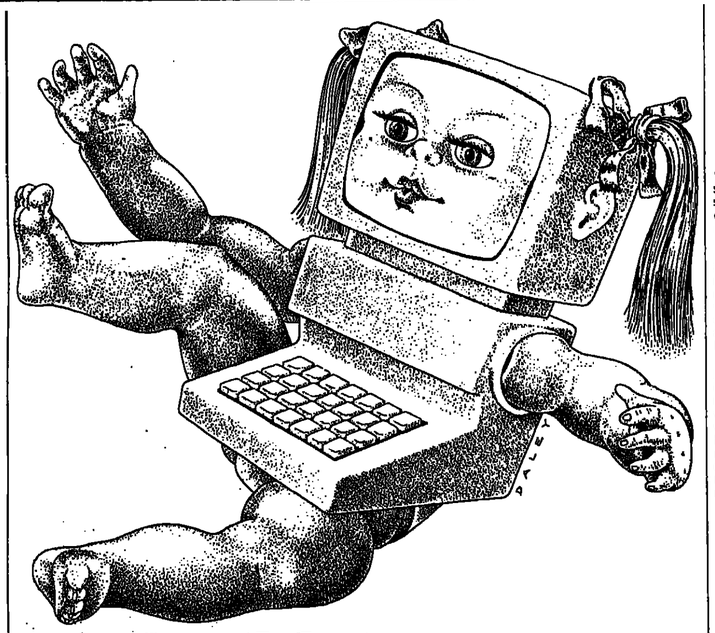
CAREERS IN RADIO
Starting a career in radio is always difficult but, according to the National Broadcasting School, the current expansion in broadcasting services makes prospects better than before.

With this in mind, the NBS has published a new leaflet for those planning a radio career. It describes four career paths which can be followed and lists the training centres offering recognized courses.

The leaflet is available, free of charge, from the National Broadcasting School, 14 Greek Street, London W1.

MOSAIC SETS
Lego Educational have extended their range of Duplo Mosaic Sets for small children. In addition to adapting their shape and colour sets to include inspiration cards and every shape in every colour, they are also selling animal family mosaics – one on lions, the other on rabbits, cats, dogs and chickens.

Further details from Brian Sherratt, Educational Division, Lego UK Ltd, Ruthin Road, Wrexham, Clwyd LL13 7TQ.



Positive steps

Anita Straker on the urgent need to attract girls to microtechnology

Recently I ran a workshop for primary teachers interested in developing the use of microcomputers in their schools. Approximately one quarter of the teachers there were women. Yet women represent about 75 per cent of the primary teaching force. The following week I gave a talk to a group of secondary and middle school teachers with a special interest in craft and design technology; there were three women and 24 men. Then I attended two meetings, one for advisers and advisory teachers with a responsibility for computing in their particular local authority, the other for inspectors and advisers who were planning a course on the role of the micro in mathematics. At both meetings I was the only woman in the room.

It is not difficult to gather evidence that at present, in the field of education, more men than women appear to be attracted to or appointed to specialisms which involve microtechnology. It is far less easy to ascertain the reasons or to assess the impact which it could be having on the school population.

At the course for secondary and middle school teachers, I asked to what extent girls within the members' schools opted to follow design technology courses, or (where they were offered) optional courses in electronics or computer studies. In all cases the answer was the same: only rarely.

When I suggested more positive discrimination in favour of girls, a heated discussion broke out. One of the teachers felt that the numbers of girls on those courses merely reflected the job market, and that to encourage more girls to follow them in school would be raising false hopes of employment. Another teacher suggested that there would be little point in positive discrimination in the secondary school, since by the age of 12 or 13 it is too late. By then girls already have a self-image which often shies away from scientific, mathematical and technological activities.

Whatever one may think of these *laissez-faire* attitudes, one message is clear. Everyone connected with primary education, whether teacher or pupil, parent or governor, publisher or programmer, needs to be aware of the position and ready to take remedial action. We must never let it be true that by the secondary school stage "it is too late".

A recent report on *Computers in the Primary Curriculum* stated:

> "There are increasing signs that computers are being used more by boys and male teachers than by girls and female teachers. Primary schools may need to take positive steps to ensure that both sexes have equal opportunities."

The House of Lords Select Committee on Education and Training for the New Technologies suggested that "... the time when educational reform is most urgently needed is in primary school and the early years of secondary school." This statement is borne out by a number of indications. Tony Bullfrini in an article on primary teaching and micros, for example, describes a small group of five children constructing a model of a bell tower with a hoist, which they were planning to control from the micro:

> "The girls diligently constructed the frame while the boys busied themselves with the winding engine and subsequent computer control. This was not due to a lack of interest on the part of the girls. They were hustled out of the way and were too polite to hustle back. They liked to be *invited* to use the machine. Once allowed to the fore they were as excited and as adept as the boys."

So, what positive steps could be taken by a primary teacher faced with such circumstances? Having a discussion with the children themselves could help. Supervising sufficiently to make sure that girls and boys get equal amounts of keyboard time is another possibility, with perhaps the girls taking the first turn. A third alternative might be to ensure that the technological problem, in this case the construction of a bell tower with a lift, is of equal intrinsic interest to both sexes, and, if not, forming single sex groups for the particular activity.

The same class of children had also been encouraged to bring models from home. The boys, in particular, had brought in Lego vehicles, some of which were powered by motors. Girls who do not have access to technical Lego at home (hinges, geared wheels, motors, and so on) may well feel at a disadvantage and even more inclined to think that matters technological are not for them.

The reason why boys are more likely to have technical or mechanical toys at home is probably one of social tradition, and changing it is inevitably a slow process. Many parents and grandparents, educated a generation ago, have unthinkingly purchased a toy crane, a train set and a construction kit for their primary-aged son, and a doll, a washing-up set and a nurse's uniform for their daughter.

One of the secondary school CDT teachers described how he customarily sets for homework a technical problem which can be solved by using junk material. He consistently receives letters of complaint from parents who believe that the activity is inappropriate for girls.

In an attempt to ascertain how much the Christmas boom of computer sales had affected the number of micro children have at home, the MEP Primary Project conducted a sample survey early this year. Of the 167 teachers who helped us, about one-quarter taught in the north of England, one quarter in the East Midlands, one quarter in Merseyside, and the rest in the Home Counties. There were, perhaps surprisingly, no particular differences in the numbers returned from each of the areas.

Two age groups were surveyed: 1,926 six to seven-year-old children in top infant classes, and 2,186 third-year juniors aged nine to 10. The figures are shown in Tables 1 and 2.

These surveys could, of course, have been far more extensive and rigorous, but the trends would probably have been much the same. Twice as many boys as girls will have access to a micro at home. Nearly twice as many will have a calculator. Far more boys than girls will have a digital watch, and the group of children least likely to have any of these are girls who are single children or only have sisters.

Familiarity not only breeds contempt; it also breeds confidence, and from confidence springs enjoyment. Children who come to school having already played at home with wheeled vehicles, clockwork or battery-powered toys, a calculator or a computer, are surely more likely to enjoy and benefit from the technological, scientific and mathematical experiences they will have in school.

Perhaps the most important of all the positive steps a primary school should take is to conduct its own survey about the access to microtechnology which its pupils have at home, and to discuss carefully the outcomes of the survey with both children and parents.

TABLE 1: Top infants

	Girls from girls only families	Girls from mixed families	Boys from mixed families	Boys from boys only families
Owning their own calculator	18%	26%	35%	36%
Having a calculator in the family	62%	73%	71%	70%
Owning a digital watch	28%	31%	67%	64%
Having a computer in the family	19%	25%	39%	42%

TABLE 2: Third year juniors

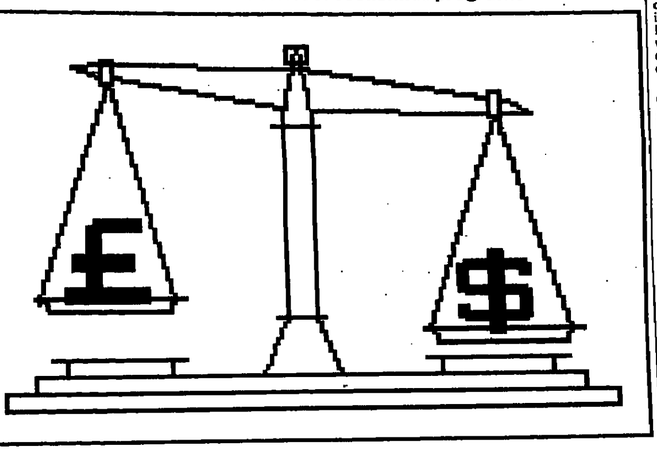
	Girls from girls only families	Girls from mixed families	Boys from mixed families	Boys from boys only families
Owning their own calculator	28%	28%	54%	58%
Having a calculator in the family	66%	72%	74%	72%
Owning a digital watch	51%	55%	78%	80%
Having a computer in the family	27%	35%	46%	59%

References:
Computers in the Primary Curriculum: *Conference Report 1984 (Microelectronics Education Programme)*.
Education and Training for the New Technologies: *Report of the Select Committee on Science and Technology (HMSO 1985)*.
"Ding Dong Bell", by Tony Bullfrini, Primary Teaching and Micros, *March 1985*.

Anita Straker is the Director of the MEP Primary Project, based at King Alfred's College, Winchester.

Striking a balance

David Whitehead on a series of economics programs



Understanding Economics.
Break Even
By P Collard and M White
Iron and Steel Location
By D Procter
Estate Agent
By P Davies
Workers and Machines
By T Murley
Balance of Payments
By A Anderton.
£35 + VAT, £14.50 + VAT single
Teddytronic: Story of a Firm
By H Carter.
£14.50 + VAT
All available on BBC, 380Z and Apple disks.
Longman Micro Software, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

This cooperative venture is almost entirely successful. Steve Hurd has meticulously edited this set of programs written by a new team of teachers, in conjunction with the Economics Association 14–16 Project. The resulting units and student materials are of high quality and reasonably priced. Most of the exercises are brief enough to be completed in a double lesson, and the micro interaction is sufficiently simple to appeal to the less able. Nevertheless, this set of units for the 14–16 age group does bring to a head the problems of organizing a typical class of 25 students with perhaps only a couple of micros.

While break-even analysis is rarely taught in schools economics classes, it does help by first introducing total rather than average and marginal cost curves. Also, it has intuitive appeal as a common sense approach for small businesses. *Break Even* is a brief program, which incorporates three options. Students may set their own values, or they may calculate the level of output at which a disco and a country bus company cover their costs. The supporting material contains two intriguing case studies, in which students calculate the break-even point for firms producing transistor radios and car components.

Factors affecting the location of industry are commonly treated at this level. *Iron and Steel Location* presents four historical episodes in which the costs of transporting coal and iron ore vary. Students are led to see how changes in such variables affect the location decision. A stylized map is screened, on which iron ore, coal, a port and the market are plotted, and the task is to select the least-cost site for a steel works. The contrast between, for example, the high coal-to-iron ratio necessary in the eighteenth century and the reverse situation today provides an excellent blend of theory and empirical testability. It is, however, questionable whether this simple concept justifies such sophisticated treatment.

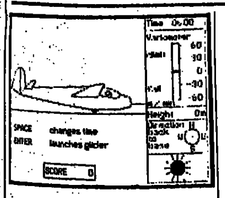
The housing market is notoriously imperfect, and perhaps not amenable to simple supply and demand treatment. But it does raise issues, not only in economics, but also in urban, environmental and social studies. In *Estate Agent*, students have to advise clients on the selling price of houses. Variables include the type of house, its location in the town, and the part of the country in which the town is situated. If students set a price at which the house *does* sell, they do not know how much more they could have obtained without the buyer dropping out (a realistic simulation of an annoying feature for the seller in real life!).

Workers and Machines is a more substantial program, simulating production decisions for a firm manufacturing supermarket trolleys. Students have to allocate workers between three tasks in the production process: cutting, shaping and welding, with the objectives of achieving a smooth flow of output, and maximizing output subject to the constraints of raw materials, labour and capital inputs. While the exercise has obvious uses in economics, its cross-curricular appeal arises from the opportunity to discuss general questions about the effects of new technology on employment, and the problems of job demarcation and occupational mobility. Can labour simply be moved about in real life as the program assumes?

Concepts such as the law of diminishing returns, total and average costs, labour-intensity and productivity may be derived from the data. Decision-making is complicated by a variety of "shocks", such as the introduction of new techniques, and workers calling a "go-slow".

Students take on the role of Chancellor of the Exchequer in *Balance of Payments*, in order to respond to the PM's request to establish equilibrium in the current balance. Policy instruments comprise the exchange rate, tariffs, and influencing the level of aggregate demand. Failure to rectify the balance within five years results in the Chancellor's demotion to Minister of Education! A thoughtful feature is that the effects of policy decisions are projected into the first two years of the next government, to remind students that time lags mean that administrations inherit the results of their predecessor's decisions. All these programs, this one especially, provide an important opportunity for teachers to explore with their students the nature of model-building in economics, and the assumptions underlying particular relationships.

Teddytronic is a team game in which students have to manage a firm making electronic teddy bears, over a period of several months. Decisions must be made on output, workforce and wages, prices, advertising and loans. Fixed, variable and average costs are displayed, and the object is to maximize cumulative profits. This program has been used very successfully with students on CPVE courses. Once teams have mastered the variables, the exercise is highly motivating, and has been known to transform classes. The program incorporates random "shocks" which enhance its realism, add excitement and inhibit rational decision-making. The overall quality of this series makes the general adoption of CAL in economics education more justifiable, once the logistic problems of using micros are overcome.



High fliers

Glider
Spectrum 48K
£6.91
Macmillan/Sinclair

I knew I shouldn't have done it – but Junior Three had said it was not too difficult and I had forgotten what Junior Three were like. My glider had crashed after only a few minutes' flight and I was surrounded by a sea of grinning faces. We were using *Glider*, a computer simulation and, like the children, I soon discovered it needs training and skill if one hopes to be a successful glider pilot.

"Of course," said Judith aged 10, "you should have picked a better time of day to fly". "Weather wasn't too good either" was a helpful comment from Gregory at the back of the group.

Away from the children, I was able to study the simulation in greater detail. The booklet which accompanies the computer cassette gives a brief history of the development of glider flight, easy to understand directions and instruction for the keys to press and a map of an imaginary island showing a landing base and nine other features of the terrain (town, wood, field, mainland etc). To be a successful glider pilot you must fly to over as much distance as possible before returning to land at base – a score is then given together with an "Air Traffic Controller's Report" on your flight.

The program loads easily from cassette in just over three minutes, after which the user is presented with a clear picture of the glider on the ground waiting to be towed aloft, a digital clock, an instrument labelled "variometer" which shows the rate of climb or descent of the glider, a panel showing height in metres, a compass set to show the direction back to base and a panel showing the current weather situation.

Two instructions are also displayed: SPACE – which sets the digital clock to the required take-off time from 6.00 to 18.00 hours and ENTER which launches the glider.

I set the time to 9.00 hours (reasonable I thought) and pressed ENTER to launch my glider. The immediate response was for the lower half of the screen to display the message "On Tow", the variometer reading began to show I was ascending, the clock began to register each minute in the air, and the compass needle began to swing relative to my bearing from base.

The key presses are neatly arranged and allow the "pilot" to fly the glider in any one of eight compass directions or to circle about a given point. While controlling the glider you must always keep an eye on the height and variometer readings as well as the compass and state of the weather.

Junior Three's interest in "Flight" continued to grow and led to a wide variety of interesting experiments and research, some of which I was invited to participate in. Models were constructed and a visit made to a nearby airport. I was left to reflect how dull and tedious the many computer drill programs are when compared to the excitement and fun offered to the children and the flexibility and potential offered to teachers by programs such as *Glider*.

There was, however, one area of research we did not explore as fully as we would have liked while working with *Glider* and that was meteorology and weather-forecasting – vitally important when studying flight. Then again, that's another simulation.

P D Fiddler

Logic levels

First Maths Programme: Logic 4 and 5
Shiva
£14.95
Number Chaser
Acornsoft/ASK
BBC micro
£9.95 cassette £11.50 disk
Spooky Manor
Acornsoft
BBC micro
£9.95 and £11.50 disk

There are two sorts of great divides in computer games-playing for children. One is to do with the need to be able to read and write in order to work the programs, and what level of reading numeracy is required to find one's way round the program. And the other is a simple question of the complexity of the jobs the thing does or invites.

I have been having great fun with Shiva's *First Maths Programme*, advertised as being for the five-to-eight age range, but actually useful for people far older than that. Logic problems in the form involved here have the merit of being wholly in picture form. And anyone can approach any of the games. After all, the bright ones can merely insist on doing things very quickly, and progress speedily through the many games on each tape, whilst I plod along more gently.

We pitched in toward the deep end with *Logic 4 and 5*. The first is concerned with Ordering, and the second with Differences. You play ascendingly complicated games, to do with allocating an object of, given colour, shape and size, according to its characteristics, or devise objects of the shape, size and colour which satisfy the need to be sufficiently, but not too different, from their neighbours.

A three-year-old can make sense of the lower reaches, and the upper reaches are amusing to an adult – at least this inhumerate *ingénu*, who could not understand a word of the instructions or the purpose of the games.

It was peculiar to note that any old [illegible] could do the games, what is difficult is to talk about what one's doing. Thus, the more the children or adults get into the games, the more they ought to be encouraged to talk about them. Constructing sentences about logic, and logically, is a great deal more difficult, and valuable, than playing with the shapes.

We have a visitor of 15 who may be really quite dim, or just have an awkward brain which doesn't like names and numbers. Certainly he can't spell and isn't brilliant at his sums. But he romps through the Shiva logic programs, which prompt him gently if he gets things wrong.

Meanwhile, Acornsoft have *Number Chaser*. It invites the player to guess quickly which of four options is the nearest to the answer of a multiplication sum. It intends, successfully, to get one developing a sense of multitude, and of an inspired guesswork which generates knacks and tricks without knowing why. You can go at it from quite a simple level, but probably find some amusement at least, even at quite senior levels.

Unfortunately, its presentation – which mimics various sorts of vehicle races – is high in wind-up factor: loud, hysterical buzzings (which can be turned down) and visual images (which can't) predominate. It must be hard for a programmer to decide how to pitch this: too arcade-like, and the parents belly-ache; too prosaic, and the kids aren't turned-on.

Acornsoft's *Spooky Manor* seems impeccably well-mannered. Things go bump in the night there, apparently, but you won't fall out of a window or anything. It may be that I am not a born games-player but the thing seems to me to be entirely inscrutable. I simply can't make anything go right. I shall plug away at it, and hope one day that a clue will be vouchsafed me which I understand. So far I can't even work out how to turn my torch on, and not a single key, vase, door, or chest can be picked up, opened or explored. Should I be 12 to enjoy this sort of thing? I shall unleash it on the first literate 12-year-old who wanders in.

Richard North

bits

TIMES NETWORK
Derbyshire is the first of the 130 l.e.a.s on The Times Network for Schools to set up its own regional database. The interactive database is designed to provide information for Derbyshire teachers and school children. Other l.e.a.s will be setting up their own databases in the near future.

The Times Network for Schools consists of a central database and electronics mail network. Since the launch in November last year every l.e.a. in the country has at least one TTNS mailbox and some have as many as 80.

Derbyshire intend to use the database for children's description of places of interest in their locality. They will be prepared on a wordprocessor and sent down line to the l.e.a. There will also be a "Derbyshire Challenge", in which individual school children will challenge others to solve a problem and a "What's on in Derbyshire" project. For teachers there will be information on curriculum matters. Possible categories include information on courses, details of contracts with suppliers and information on equipment that the county has for evaluation.

TTNS offers all l.e.a.s their own regional database free of additional charge (schools joining the Network pay £69 per term).

PRIMARY CATALOGUE
Five to Twelve, software distributors, have published a supplement to their 1984–1985 Primary Software Catalogue, included in it for the first time is software from Shiva, Griffin, Hill MacGibbon, Cambridgeshire Software House and details of new versions of LOGO. Five to Twelve, 2 Church Street, Rearford, Sussex BN25 1HD.

MEDIA

History in the making

Last month's 'City General' series on Channel 4 represents a new kind of television history. Nick Baker reports

"So we set the police car alight" (Brixton Youth)
"I can't do sums now – all because of some ff . . . filthy teacher. I can't say what I want to say." (London Pensioner).
"We used to just bring in somebody's stomach in a bucket." (Hospital Worker, Stoke on Trent).

The above don't have the flavour of historical sayings in the same way that "Never in the field of human conflict" has. Yet in context, they're just as significant. They're all spoken by interviewees – perhaps a better term for them would be contributors – in programmes produced by the Television History Workshop. Although social history is their linking factor, experts and pundits don't get a look in. The *stories are told by ordinary people*, young and old, stories that present an entirely personal perspective on events past and present.

During the Brixton riots of 1981, documentary film maker Greg Lanning was disturbed by how little time was given to ordinary people in the TV coverage of the disturbances. The "official version" – the one that future historians would turn to – would show government ministers and high-ranking policemen talking to the news cameras, but precious few of the residents. The remedy was simple. Lanning literally "set up shop" in a premises off Brixton's Railton Road and invited local people to report the events from their point of view. The result was *The Brixton Tapes*, a 60-minute video that included not only the reaction from innocent bystanders but also from the rioters themselves.

It was a technique that had immediate attractions for the newly-forming Channel 4, combining the intensely [illegible] of oral history [illegible] talking heads", for so long an unacceptable form of presentation, began to find favour again, simply because what the "heads" were saying was important.

'City General': Stoke on Trent – 1930s children's ward

The Workshop went on to make *Making Cars*, a history of the motor industry at Cowley, Oxford, using much the same techniques. Originally commissioned for broadcast by Channel 4, like all the Workshop's productions, it's available (in two forms, a one-hour tape of five 40-minute tapes) for rent or hire. For as well as making "programmes", the Workshop sees one of its major tasks as amassing an archive of video material for future use.

By looking at the development of the Cowley industry from the workers' point of view, *Making Cars* provides a useful commentary to the history of the industry. The people involved explain the real consequences of the change from piece-work to the measured day system, with its implicit taking away of power from the unions. They also explain how uncertainty of employment due to economic changes leads to increased tensions between management and workforce. But most importantly, they show what it was and is like to work in a car factory, and the intercut close-quarters footage of the assembly line illustrates their comments. There's also some provocative use of official publicity and newsreel film.

Deliberate provocation is never the intention of the Workshop, although the subjects they choose do tend to be controversial. *Hooligans or Rebels?* is about people who resist mainstream education. It compares a group of articulate pupils who attend a special unit for truants with a group of pensioners who "bucked the system" when they were at school. Although they come to some similar conclusions (that the system is to blame, as are some members of the teaching profession) they're not the sort of conclusion that a more traditional documentary might make. A characteristic of the work is the lack of editorial intervention, or an attempt at "balancing". It's a factor which makes virtually all the programmes very out for discussion and criticism by their users.

While taking care not to intervene editorially, the programme makers are equally meticulous about making sure that the interviewees aren't misrepresented. Thus, during the making of *City General*, last month's Channel 4 series about Stoke on Trent's major hospital, the production team showed the participants a rough cut version for their approval. After a disagreement between the participants about whether a sequence showing pilfering in the hospital should be left in (it was, after a vote) the video was "passed".

City General is a meticulous account of the institutionalized life of a hospital. Again, the team moved into a shop near the hospital and invited people to bring in their memories. What emerges is that the shadow of the workhouse, out of which the hospital grew, is still felt. And while new technologies have changed the face of medicine, nurses and other hospital staff are still overworked and appallingly paid.

There are two other videos in the Workshop's growing library, *Woman to Woman* is a three-part series of conversations with women about personal and political change, and *Rumours at the Miners' Fortnight*, recorded just before the strike at a holiday camp in South Wales, in an atmosphere of relaxation rather than strife. Like all the others, the tapes come with background material in the shape of newspaper cuttings and notes. Also available with each is a handbook entitled *Making History*.

In a sense making (ie recording) social history is the essence of the Workshop's aim. What the booklets – each adapted to accompany specific video tapes – do is encourage people in schools, unions, community groups and so on to adopt a "do it yourself" approach to recording their own histories. The books are ideal for use in the mid and upper secondary age range. They are well set out, informative about possible sources of information and imaginative about suggesting ways to record it.

The booklets give little encouragement to those who want to try their luck with video. The workshop's own video material deliberately rejects the visual values of mainstream TV. For example, nobody is shot at home or in intriguing locations, thus nobody appears to have a higher status than anyone else. This gives the appearance of being very easy to shoot and put together, an appearance that is deceptive. Groups are encouraged to look at sound recordings, diaries, tape slide presentation or display exhibition as a means of showing their work to others. As important as showing, though, is storing. As well as being an exercise in self-identity, this sort of making history is an investment for others.

Exactly the same could be said of the Workshop's videos. In a hundred years time, our mainstream documentaries will tell the viewer more about the techniques and values of television and less about its subject matter. The Television History Workshop will tell the viewer about how we live and what we think of our lives.

The Television History Workshop is based at 42 Queen Square, London WC1N 3AJ. (Tel: 01-405 662?8).

Black theatre

CHILDREN'S TELEVISION
Fox Tales
ITV, Thursdays
12.0 and 4.0pm.

Fox Tales is a puppet series on ITV for pre-school children. It has its roots in the Black Theatre of Prague, where its creator, Susan Kodicek, grew up in a theatrical family before fleeing to this country in 1968.

Centred on the sly Mrs Fox who is always up to mischief, such as trying to capture a rooster for supper or to trick a bear into carrying her home, it consists of animal stories in true fairy tale tradition. "I first heard them as a child on my grandfather's knee," says Susan Kodicek. "Impromptu story telling is a strong tradition in Central Europe, whereas children here tend to be read stories from books".

Susan Kodicek believes that folk stories play a very important part in a child's development. "Such stories teach children about relationships as well as aspects of their own character, both good and bad. They identify with the characters and can spontaneously relate to animals in the form of puppets.

"Somewhere inside themselves they log the incidents they see portrayed – perhaps a bear being blamed for something it didn't do or a cat being attacked anger. In this way, I believe they are helped to learn how to cope with conflict, or even violence, later in their lives."

In fact several of the Fox stories, which she has based on a mixture of old folk tales, were first told to young children by her 16-year-old son Peter, during a project at a local primary school in Greenwich. Also a budding puppeteer, he discovered the children did not at first think of them as "real" stories because he did not read them from a book. As a result, Susan decided to create a storyteller character, Grandpa Fox, for the series to bridge the gap.

Susan Kodicek regards Black Theatre as being as much of an art form as straight acting, though in Britain it has never been treated as seriously as on the Continent. In making *Fox Tales*, she has worked closely with another Czech, Rostik Cerny, who is internationally known for his work with puppets. Together they formed Pullover Productions four years ago to produce puppet films.

The music for *Fox Tales*, specially composed by Ilona Sekacz, forms an integral part of the storytelling. Susan insists that the quality of the sounds children hear is as important as what they see.

Gillian Thomas

Ups and downs

Dee Reid takes a new look at 'Pigeon Street'

Pigeon Street demonstrates a departure from many of the conventions of BBC Sec-Saw programmes. These programmes are shown at 1.45 daily and are clearly directed at pre-school children and their mothers/minders.

In *15-minute slots, Pigeon Street* packs in a lot of action; a lot of humour, and a strong sense that life has its ups and downs but that problems can be solved together by the community. The series portrays street life with terraced houses, tower block flats, working wives and a pigeon fancier. The atmosphere is urban with cars, lorries and shops, and each programme dramatizes the frictions of modern living familiar to urban dwellers living cheek by jowl.

Mr Macadoo keeps a pet shop; Rose and Daisy are elderly ladies living alone; Clara is a long-distance lorry driver; Reg is the park-keeper. His wife, Doreen, works at the launderette, but their passion in life is ballroom dancing. The lives of the inhabitants intermingle, and each programme illustrates a problem, or predicament faced by one or another, which is happily resolved usually by communal action.

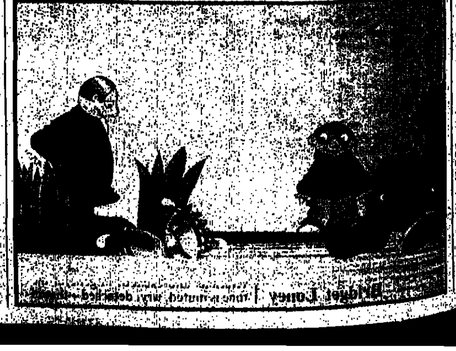
For example, in one story Rose and Daisy become frustrated by the noise the other makes. Living side by side in a terraced row, sound travels through walls. Their predicament is real enough, and the solution is practical and amusing. One saves her radio batteries by listening to the other's radio through the wall. In another story the lift breaks down in Skyrise Court and the window cleaner uses his cradle to ferry food and passengers. In a third, the street folk learn that part of Swanlake Park is to be turned into a car park. All the inhabitants rally to raise funds to ensure that the car park can be built underground. Diplomatic [illegible] Council official supports the fund-raising events.

The programme raises real points of conflict of urban living, and even if the solutions are nice and trite, at least the scamier side of life has been peeked at.

Social comment is being made, and there is an attempt to break down stereotypes of sex, class and race. The street is multi-racial with a West Indian family, and Dr Glossop's son, Gerald, has an Indian boy as his best friend. William, the black window cleaner, is very industrious; Clara drives her lorry "across the Sahara" while her husband, Hugo, stays home to do the cooking.

The linking between the characters is neatly achieved by the pigeons who settle on window-sills, or sit on chimney pots. Then there is the music that identifies each character. Once we have been given the full song for someone, only a few bars may suffice for introduction – country and western for the lorry driver and tango for the ballroom dancers.

The pictures use bright and vivid colours with clear outlines, doing for television what Dick Bruna has done for children's book illustrations. The figures are not life-like, but have rather lumpy bodies and strangely chubby hands with spikes for fingers. The animation is relatively static, with stationary figures who cock their heads to one side and perhaps smile or frown, but this lack of movement (and the frequent repetition of scenes to characterize individuals, such as Clara in her lorry or Mr Macadoo in his pet shop) creates a familiarity and consequently the young viewer's attention upon the story and the problems which have to be solved for the well-being of the community.



4 Television Programme Recording

Titles Available for Week Commencing Sunday 7th April 1985

Tuesday 9th April
5.30pm Low Tech: The Tubes *fee code B*
Thursday 11th April
11.00pm Design Matters: Can't We Live & Let Live? *fee code C*
Friday 12th April
7.30pm Right To Reply *fee code A*
10.30pm The Single Life: Away From Romance *fee code C*

Saturday 13th April
1.00pm Black & White & Read All Over *fee code B*

For More Information Contact
TV Recording Licence Dept.,
GUILD LEARNING
Guild House, Guildford, Surrey GU1 4EZ
Telephone (0483) 63122

END PAGE

Inadequate thinking

Utopias. Edited by P Alexander and R Gill.
Duckworth £18.00. 0 7156 1814 8.

This is an irritating collection of essays. They fail to consider the one question that any examination of utopian thinking must, I would have supposed, address itself to: not what this thinking actually thinks about (which in one form or another is the substance of these essays); but what such thinking can think about.

A quotation from Morrison's contribution helps to make the point clear: "There is absolutely nothing wrong in trying to work out what might be going to happen or what might be possible in a future which could be quite different from our present – as long as one stays within the parameters of the possible . . . Speculation does not have to be idle speculation." What sense can the qualification "quite different from *our present*" *have, if the* future so defined is none the less to remain within the limits of what is presently possible? The contradiction seems obvious and leads back to the objection just made, now in the following form: if the future "quite different from our present" did not remain within the limits of what is presently possible, it could not be thought about in the terms in which alone it is presently possible to think. In other words, *any future that can be thought* about cannot be "quite different from our present"; it can be no other than some re-arrangement more or less fanciful (which degree determines whether the speculation be idle or not) of what presently exists, or of some portions of what presently exists, no matter whether this be presented in a realistic or idealistic fashion.

Utopian thinking at its most fanciful remains inescapably conventional. To be intelligible, it must rest upon some assumption of the essential unchangingness of certain features (at least) of nature and human nature, and probably society, and of the possibilities these make available in principle.

There is not a single essay in this collection which critically examines this unavoidable feature of utopian thinking, namely, discusses the legitimacy of this assumption, and what results if, as I believe, it must be concluded that the assumption is not legitimate.

There is a good deal of history in these essays; but it makes tedious *reading. Some of the essays consider* "utopian" practical suggestions in various fields, and their effect upon social development. These, though pedestrian, are not uninteresting.

The section on the uses and necessity of utopian thought shows the sad result of insufficiently critical thinking. The most telling essay is by Šimečka, a Czech writing from his experience of what in his view the realization of a utopia has led to: instead of classless*ness, abundance, freedom, happiness*, rigid hierarchy, want, tyranny and fear. His initial reaction is "away with utopias". However, he shudders as the prospect of a world unleavened by any visionary betterment, a world of unrelieved greyness which offers no refuge, even be this only imaginary, from the encompassing horror and futility of actual life. Utopia retains consolatory value as the probably unrealizable vision of a better world.

But this conclusion is necessary only on the assumption that because thought can at best go further than the false idealization of the present (any attempted realization of which is bound to fail and result in tyranny), no other possibilities exist or can exist, no radically different way of life (with its accordant radically different human nature and nature).

This assumption is self-evidently false. What can be concluded from the limitations of thought is only that from the fact that whatever form it takes (utopian being one), it cannot yield anything radically new, no inference *can be drawn that would exclude* the possibility of the radically new.

A world that would have as its only consolation the *pis aller* utopia of Šimečka would be sad indeed. Fortunately it is only inadequate thinking that yields this result. The fact that radical change does, and has, come about, if it does not make for optimism – there is always the possibility that it may not – assuredly prevents despair. There remains more in heaven and earth than can be dreamt of in utopia.

Pierre Watter

A cousin of the woodpecker, the flicker, an inhabitant of the Northern Forests, is one of the hundreds of creatures from all kinds of habitats – mountain, ocean, desert and plain – superbly photographed in the lavish Reader's Digest version of The Living Planet. Based on the Collins/BBC edition which accompanied David Attenborough's popular television series, but "augmented and enlarged", it is good value at £14.95. The Making of the Living Planet, by Andrew Langley (Allen and Unwin £12.95), provides an enlightening study of homo televisio in his numerous exotic habitats. Fun for those who like to know how it's done.

Landscapes of thought

A Wave. Poems by John Ashbery. Carcanet £4.95. 0 85635 547 X.
Secret Destinations. By Charles Causley. Macmillan £7.95. 0 333 38268 4.

At the start of the title poem of Ashbery's new collection there are the lines: "And our landscape came to be as it is today / Partially out of focus, some of it too near, the middle distances / A haven of serenity and unreachable."

This seems to be to be emblematic of the book – and indeed of much of Ashbery's poetry altogether. Poems, or parts of poems, move off into the landscape of his thought with what seems to be a predictable motion, but before half a dozen lines are done the meaning is qualified or distorted by what may become a chain of similes, metaphors, paradoxes that make a sure end unreachable.

In themselves these nodules of poems can form impressive images (which is perhaps why Ashbery's reputation stands so high just now). Strung together sometimes in sentences that outdo Bernard Levin for serpentine length – they can produce a weird hypnotic effect (which says something for the consistency of Ashbery's diction). But then the poet has been trafficking in this mannered style since the early Fifties – when W H Auden suggested parallels with Rimbaud – and the gestures have become predictable, even if the meaning hasn't. So far as I can interpret it, *A Wave* allows 57-year-old John Ashbery to ruminate publicly on such well-worn themes as memory, the passage of time, and the persistence of love, but by doing so "partially out of focus" he lessens the risk of it all sounding too trite.

There is no such indistinctness about Charles Causley's *Secret Destinations*. The itinerary is made clear even in the blurb: poems from Cornwall, Europe, Canada, and, for the last third of the book, a sequence on Australia. It is hard at first not to pin the label "occasional" on to much of this – although Causley's occasionality has a degree of feeling and technical command that sustains it more than most. To insist on this too strongly, however, would be to ignore the "secrecy" of the apparently obvious "destinations". For under the craftsmanship that makes poems from everyday events there is a submerged current that tells another tale.

Like Ashbery, Charles Causley is here probing his own relationship with the past and – especially in the Australian sequence – with an occluded loss. Unlike Ashbery though these graceful statements achieve dignity through an old-fashioned notion that havens are reachable – even if they may not be serene.

Brian Alderson

lingo

The disappearance of 'me'

"They invited John, Jane and I"; "between you and I . . ": The rules for "I" and "me" used to be inflexible and generally observed. The perpetrators of lapses used to be banished immediately from all serious communication and consideration.

Now, perhaps only those who list analysis and parsing among their hobbies continue to choose "I" and "me" in strict accordance with case and government by preposition.

To those whose thoughts do not run frequently and consciously on matters linguistic and semantic, "I" may simply seem more "polite" and "correct" in the words of expression quoted above. Certainly "me" has been much castigated – largely because of its "common" occurrences in horrors such as: "Ooh, and me will sing."

So it would appear that the current tendency be to delete "me", and to substitute either "myself" or "I" – even in utterances like: "It's me". (Have you ever heard anyone *seriously* say: "It is I"?)

Bridget Loney

Final accolade

A Very Private Eye: The Diaries, Letters and Notebooks of Barbara Pym. Edited by Hazel Holt and Hilary Pym. Macmillan £12.95. 0 333 34995 4.

Barbara Pym's quiet, shrewdly observed comedies of English middle-class life have enjoyed a new vogue since Philip Larkin's championship of her writing in the *TLS* in 1977 encouraged Macmillan to accept a new novel and Cape to re-issue the early ones. She had last had a novel accepted in 1960. Perhaps the most interesting section of this book is that in which Barbara Pym tries to come to terms with rejection after success: "the letter I wrote to *The Author* about not getting published was never published, which seems to be the final accolade of failure." She was sustained in those lean years by Larkin's support; the editors print many of her letters to him, interspersed with diary entries. In August 1968, Larkin sent her a photograph; her letter of thanks precedes the entry: "Philip Larkin sent me a photograph of his new Library extension. Was ever a stranger photo sent by a man to a woman (*in a novel* she might be disappointed)."

Earlier the diary is fuller, the letters rarer. Though the student diary is vivacious and excited, in general the tone is muted, wry, detached – that of someone who is beyond disappointment about being sent the photograph of a new library extension by an admirer, someone who has concluded of life that, "it is pleasanter to observe . . . than actually participate". The effect is saddening. Barbara Pym herself asks, "Why is it that men find my books so sad? Women don't particularly." Perhaps it is because she cast herself so early and repeatedly as a loser; because the bubbly girl of this book's early pages became someone who thought that, "rejection is an exquisite experience to be savoured and analysed like old brandy and sex". In her first novel, *Some Tame Gazelle*, written when she was 22, she imagined herself as a spinster of 50; she was soon to be writing what must have been deeply painful letters in jokey vein to her first lover and his wife about "Miss Pym . . . this poor old spinster".

Admirers of Barbara Pym's novels will find the very fullness of this book a source of interest; for it is dull with a sought and welcomed dullness that is the foundation of Barbara Pym's ethic, which is that the trivial concerns of mundane lives are important. Charged with triviality, she wonders what loftier thoughts occupy her critics.

Admirers or not, every reader of the book will be irked by the haphazard and unhelpful editing.

Nell Phillip

A secret career

***The Private World of Georgette Heyer.* By Jane Aiken Hodge.** The Bodley Head £10.95. 0 370 30508 6.

"Christ, why did I have to be born into this *filthy* age?" Jane Aiken Hodge quotes Georgette Heyer as saying. She would have preferred to live in the Middle Ages. As it was she set about creating her own world and contrived throughout her life to keep this world private. She gave no interviews and with consummate tact combined the secret career of a best-selling novelist with the more conventional one of a wife playing second fiddle to a well-known husband.

Jane Aiken Hodge, with a delicacy Georgette Heyer would appreciate, has produced an account of her life and writing that makes use almost exclusively of what can be called public facts, letters and other records. For example, her private correspondence with family and friends remains. For the most part, private, but her vigorous, decided letters to publishers are *extensively quoted*.

Apart from revealing as much of The Private World of Georgette Heyer as the subject herself would have tolerated, J A Hodge has written a workmanlike, if brief, critique of her work, which, though it does much to "redress the balance" of adverse opinion, still falls to do justice to Georgette Heyer's sensitive ear for dialogue and the accuracy of characterization revealed by its means. The trouble with attempting to give a true picture of Georgette Heyer as a writer is that whereas her plots were mostly "my usual froth", her style and characterization (with some exceptions) can be compared with Austen, Coward or Sheridan. She herself claimed that her style was a mixture of Johnson and Austen. Her serious admirers who could appreciate her distinction kept quiet, but her "ravening fan public" were vociferous and the result is a reputation much below her deserts.

Katya Watter

Regency damsels

Jane Austen's Heroines. By John Hardy. Routledge and Kegan Paul £12.95. 0 7102 0334 9.

To parody what John Hardy boldly calls "the most famous opening sentence in English literature", one could call it a truth universally acknowledged that a single lady, of respectable family, must be in want of a good husband. Since she is never a huntress but must passively await a suitable proposal, the novels are largely concerned with her getting to know the suitor, assessing his qualities, and rejecting or agreeing his suit. Courtship is regarded as a pedagogical exercise, conducted by the girl herself as she grows in self-knowledge. [illegible]

Austen's heroines are rarely faultless: Elizabeth Bennet too saucy, Emma too self-willed, Anne too self-effacing. They improve and evolve, but the process is an internal one, hidden from the other characters though disclosed to the careful reader.

John Hardy's main purpose is to clarify the process and make explicit the disclosure. He has not forgotten the lighter side, for instance the role of teasing as sexual by-play, particulary in *Northanger Abbey* and *Pride and Prejudice*. What he chiefly reminds us of is the great variety in this chaplet of Regency damsels, each quite delightful but in her own way. Happy the husbands; or if not, they should be.

F W J Hemmings

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Please address classified advertisements to:
John Ladbrook, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX.
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Single Column £2.00 per line (min. 3 lines).
Classified Display £11.40 per s.c. (min. 9.5cm × 2 2218.60).
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Corrections deadline 10.30am Tuesday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.
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Nursery Education

Other Appointments

BUCKINGHAMSHIRE
COUNTY COUNCIL
AYLESBURY VALE AREA
An Equal Opportunity Employer
Required SEPTEMBER 1985, two Scale 2 Teachers for new nursery classes to be established in two Aylesbury First schools.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks., HP20 1UH.
CLOSING DATE: 22nd April 1985. (35119) 100085

Primary School Education

Headships

BERKSHIRE
ST JOHN'S C.E. (Cont) INFANT SCHOOL
West End Road, Mortimer, Nr. Reading
NOR. 122
HEADMISTRESS
Required for September 1985
Headteacher Group 3
Application forms and further details from the Director of Education, Shire Hall, Shinfield Park, Reading RG2 9XE (SAE please). Closing date: 15th April. Previous applicants will automatically be considered.
An Equal Opportunity Employer. (37289) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
STOKE HAMMOND C.E. FIRST SCHOOL
Bragenham Side, Stoke Hammond, Milton Keynes, Bucks.
Applications are invited from experienced and suitably qualified teachers for the post of HEADTEACHER of this school from September 1985. Group 1.
Present roll: 17 boys and girls aged 5 - 8 years.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks., HP20 1UH.
CLOSING DATE: 18 April 1985. (37288) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
MINSTER C.E. (AIDED) PRIMARY SCHOOL
Millstead, Sittingbourne, Kent
(controlled)
APPOINTMENT OF HEAD TEACHER
(County) Roll 37 (Spring Term 1985)
Vacancy arises from retirement. Present holder. It is hoped that successful applicants will be able to take up appointment from September 1985.
Application form and further details available from the Divisional Education Officer, Avenue of Remembrance, Sittingbourne, ME10 4DD, (sae please) to whom they should be returned by 8th May 1985.

ASHFORD DIVISION
APPOINTMENT OF HEAD TEACHER
ST MICHAEL'S C/E (CONTROLLED) PRIMARY SCHOOL
Tenterden
Group 3. Roll 103
Appointment to take effect from September 1985.
Application forms from and returnable to the Divisional Education Officer, Ashford Road, (Ashford 24343 - 24344) (SAE please). Closing date: 15th April 1985. (37804) 110010

DORSET
ST CATHERINES RC PRIMARY SCHOOL
Symons Road, Sidport
HEADTEACHER (Group 3)
Required from September 1985 or January 1986. Candidates should be practising Roman Catholics.
Application forms, returnable by 19 April, and further details from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ. (foolscap SAE). (37101) 110010

Deputy Headships Second Masters/ Mistresses

ST. HELENS
METROPOLITAN BOROUGH COUNCIL
DEPUTY HEAD TEACHER
DERBYSHIRE HILL COUNTY PRIMARY SCHOOL
(GROUP 4)
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher to take effect from 1st September, 1985.
Further details and application forms are available from the Director of Community Education, Community Education Department, Central House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. A stamped addressed foolscap envelope should be sent in all cases. Completed forms should be returned to the Director of Community Education by Friday, 26th April, 1985.
As part of the Council's Equal Opportunity policy, applications are welcomed from people irrespective of disability, marital status or sex. (35784) 100018

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHER ADVISER (MATHEMATICS)
See display advertisement under Administration. (37906) 110018

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
FALCONHURST COUNTY COMBINED SCHOOL
Rise Avenue, Elfrin Way, Eaglestone, Milton Keynes
Required for September 1985, an experienced and enthusiastic teacher to join the Senior Management Team of this 480 place combined school. An interest in Mathematics and Computer Education would be an advantage. Scale 3.
Emergency due to the promotion of the present post holder to a headship.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms are available from the Headteacher, A. Liddle, on receipt of a foolscap s.a.e. addressed envelope. (37581) 110030

EAST SUSSEX
ST THOMAS A BECKET R.C. (AIDED) JUNIOR SCHOOL
Little Earp Lane, Eastbourne BN23 5XT
Tel: 0323 767167
Required from September: suitably qualified and experienced teacher (Scale 3). An interest in language development would be an advantage. Practising Catholic essential.
Application forms (sae please) from the County Education Officer, to be returned to the Chairman of Governors, Rev. Father Cornelius Cullinane. (37744) 110018

LONDON
Inner London Education Authority
LAMBURNUM (JM & I (NC)) SCHOOL
Lamburnum St., Hackney E8
Tel: 01-739 5719
Headteacher: Mike Mulvaney
Required asap a scale 3 teacher to be responsible for the development and fostering of the creative arts throughout the school in collaboration with other post holders. There will also be a timetabling responsibility probably with 4th and 2nd year Juniors.
Lamburnum is a school with a wide ethnic mix serving a working class community. Much of the curriculum is currently under development.
Visit essential. SPA allowance.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. 110050 (37568)

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
SHENLEY HILL COUNTY COMBINED SCHOOL
Shenley Hill, Milton Keynes MK5 6AT
Tel: (0908) 501 888
Headteacher: Mrs. M. Bowyer
Required for September 1985, an experienced and enthusiastic teacher to join an experienced teacher in this 4 class rural village school. Scale 1.
Milton Keynes is well resourced for the arts and has a thriving Arts Centre.
Assistance with removal expenses is given in approved cases.
Application form and further particulars (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks., HP20 1UH.
CLOSING DATE: 19 April 1985. (37585) 110022

LONDON
MINORITY RIGHTS GROUP
Minority Rights Group's Education Project is expanding into the Primary sector.
We need an enthusiastic, competent teacher with Primary experience, interest in multicultural and human rights issues and ability to work as a member of a small team essential. Some further service work and writing materials. London based. £8,000 p.a.
Interested? Send large SAE to MRG, 29 Craven Street, London WC2N 5NT. Closing date 20/4/85. (35118) 110022

LONDON
MINORITY RIGHTS GROUP
Minority Rights Group's Education Project is expanding into the Primary sector.
We need an enthusiastic, competent teacher with Primary experience, interest in multicultural and human rights issues and ability to work as a member of a small team essential. Some further service work and writing materials. London based. £8,000 p.a.
Interested? Send large SAE to MRG, 29 Craven Street, London WC2N 5NT. Closing date 20/4/85. (35118) 110022

GWENT
ST. DAVID'S JUNIOR & INFANTS SCHOOL
Newport
(L.E.A. - 225)
Required for September, 1985, enthusiastic TEACHER for 3rd Year Juniors. Practising Catholic preferred. Ability to take Boys' Games/Environmental Studies. Interest in Computers and Mathematics an advantage.
Application forms from, and to be returned to:- The Clerk to the Governors, St. David's Primary School, Park Crescent, Newport, Gwent NP7 4AG. Closing date 19th April, 1985. (37785) 110022

LONDON
KING ALFRED SCHOOL
Non-vacancies under Independent Schools other than by subjects. (35154)

LONDON
MINORITY RIGHTS GROUP
Minority Rights Group's Education Project is expanding into the Primary sector.
We need an enthusiastic, competent teacher with Primary experience, interest in multicultural and human rights issues and ability to work as a member of a small team essential. Some further service work and writing materials. London based. £8,000 p.a.
Interested? Send large SAE to MRG, 29 Craven Street, London WC2N 5NT. Closing date 20/4/85. (35118) 110022

Wiltshire

GREAT BEDWYN C.E. CONTROLLED PRIMARY SCHOOL, CHURCH STREET, GREAT BEDWYN, MARLBOROUGH, SN8 3PF
GROUP 2 N.O.R.70
A Head Teacher
is required for this school with effect from 1st September 1985, following the promotion of the present Head to an Advisory Teacher post covering the whole Marlborough area. The school occupies a central village site and has its own detached playing field.
Application form and further details (S.A.E please) from and returnable to the Chief Education Officer, Education Department (Ref. ST/T/PMB), County Hall, Trowbridge, by 22nd April, 1985.

PRIMARY EDUCATION
continued

EAST SUSSEX
HORSEY C.E. PRIMARY SCHOOL
Horsey, Uckfield TN22 3NW
Vacancy
Will be
Required from September: Experienced Infant Teacher interested in teaching Group 1) interested in teaching children from middle Infants to first year juniors. Applicants should be prepared to contribute as an active part in the life of this small village school.
Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG. To be returned to the Head Teacher. 110029 (37748)

GWENT
ST. DAVID'S JUNIOR & INFANTS SCHOOL
Newport
(L.E.A. - 225)
Required for September, 1985, enthusiastic TEACHER for 3rd Year Juniors. Practising Catholic preferred. Ability to take Boys' Games/Environmental Studies. Interest in Computers and Mathematics an advantage.
Application forms from, and to be returned to:- The Clerk to the Governors, St. David's Primary School, Park Crescent, Newport, Gwent NP7 4AG. Closing date 19th April, 1985. (37785) 110022

LONDON
KING ALFRED SCHOOL
Non-vacancies under Independent Schools other than by subjects. (35154)

LONDON
MINORITY RIGHTS GROUP
Minority Rights Group's Education Project is expanding into the Primary sector.
We need an enthusiastic, competent teacher with Primary experience, interest in multicultural and human rights issues and ability to work as a member of a small team essential. Some further service work and writing materials. London based. £8,000 p.a.
Interested? Send large SAE to MRG, 29 Craven Street, London WC2N 5NT. Closing date 20/4/85. (35118) 110022

Secondary Education

Headships

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WADDESDON C.E. SECONDARY SCHOOL
Baker Street, Waddesdon, Aylesbury, Bucks.
Applications are invited from committed Christians for the post of HEADTEACHER of this developing 12 - 16 co-educational Secondary Modern School from 1SEPTEMBER 1985. The four form entry school, which serves the village of Waddesdon and the surrounding area, is well regarded in the area and receives good support from parents.
Group: 5
Present Roll: 478 pupils.
This is a re-advertisement; previous applicants will be considered and do not need to re-apply.
Assistance with removal expenses is given in approved cases.
Application form and further particulars (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks., HP20 1UH.
CLOSING DATE: 19 April 1985. (35113) 130010

Deputy Headships Second Masters/ Mistresses

STATES EDUCATION COUNCIL
ST. PETER PORT SECONDARY SCHOOL
(Group 6)
Applications are invited from suitably qualified and experienced teachers for the post of Senior Mistress. Duties will commence on 1st September, 1985.
Application forms and further details are available from the Director of Education, Education Department, La Couparderie, St. Peter Port, Guernsey, to whom completed forms should be returned by Friday, 26th April 1985. (37115) 130018

Kelsey Park School for Boys, Manor Way, Beckenham, Kent, BR3 3SJ

HEAD TEACHER.

Group 11

Applications are invited from suitably qualified candidates with proven management skills and curriculum development experience for the above post, tenable from September 1985, at this boys' Comprehensive school. Assistance with removal and associated expenses available in certain circumstances.
Application forms and further details available from the Director of Education, The Town Hall, Widmore Road, Bromley, Kent, BR1 1SB (foolscap s.a.e. please), to whom completed forms should be returned by 22nd April 1985.
Previous applicants need not reapply. (10737)

London Borough Of **Bromley**

Deputy Headships
Second Masters/ Mistresses

STATES EDUCATION COUNCIL
ST. PETER PORT SECONDARY SCHOOL
(Group 6)
Applications are invited from suitably qualified and experienced teachers for the post of Senior Mistress. Duties will commence on 1st September, 1985.
Application forms and further details are available from the Director of Education, Education Department, La Couparderie, St. Peter Port, Guernsey, to whom completed forms should be returned by Friday, 26th April 1985. (37115) 130018

NORTH YORKSHIRE COUNTY COUNCIL
BEDALE SCHOOL (GROUP 9)
Applications are invited from suitably qualified and experienced candidates for appointment as

HEAD

this 11–16 mixed Comprehensive school with 668 pupils currently on roll. The appointment is available from September 1985.
Application forms and further details are available, on receipt of stamped addressed envelope, from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE, to whom completed forms should be returned by Friday 12th April 1985. (10/4)

Remedial and Special Needs Teaching Posts

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY
DARRICK WOOD SCHOOL
Lovibonds Avenue, Orpington, Kent BR6 8ER
Required for one year, beginning in September 1985, a suitably qualified teacher to join the Support Department of this five form entry mixed comprehensive school (Scale 1). The appointment covers a one year secondment.
Children are withdrawn from English and Mathematics lessons to form small tutorial groups and the successful applicant would be expected to teach mainly English.
Application forms and further particulars available from the Headmaster at the school (foolscap s.a.e. please). Completed forms should be returned to the school by 16th April 1985. (32787) 131022

NEWHAM
LONDON BOROUGH OF NEWHAM
STRATFORD SCHOOL
Upton Lane, London E7 9PR
Head Teacher: F.A. Kaye
Number on roll: 1040
TEMPORARY TEACHER OF REMEDIAL EDUCATION
Scale 1
A teacher of Remedial Education is required for the Summer Term to replace a teacher who will be on secondment. Interested applicants are welcome to visit the school by appointment with the Head Teacher.
London Allowance: £1,058.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 16th April 1985.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (37756) 131022

By Subject Classification

Art and Design

Heads of Department

AVON COUNTY
MARLWOOD SCHOOL
Vattingstone Lane, Alveston, Bristol BS12 2LA
Head of Art (Scale 3) required for September 1985 in this 11 - 16 comprehensive school five miles north of Almondsbury Motorway Interchange.
Further details from (sae please), and letters of application to, the Headteacher immediately giving full c.v. and names of two referees.
Avon is an equal opportunity employer. 131918 (37460)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHER IN CHARGE IN GRAPHIC DESIGN
See display advertisement under Administration. (37906) 131918

SURREY
EDUCATION COMMITTEE
HEATHSIDE SCHOOL
Brooklands Lane, Weybridge, Surrey
13 - 18 Mixed Comp. NOR 660
HEAD OF DESIGN, Scale 4
Required September 1985 or earlier if possible, a versatile and successful, broadly based and forward-looking Art & Design Department which, in conjunction with the Science Department, is currently engaged in major curriculum developments in micro-technology as part of a County pilot project.
Details from the North East Area Education Office, Tel: Weybridge 43881, Ext. 28. (40668) 131918

Scale 1 Posts

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH ENDOWED SCHOOLS
Northgate, Bridgnorth WV15 4EH
Temporary, scale 1, teaching post to join enthusiastic department for one year, if possible September 1985, at all levels up to A level.
Experience or interest in ceramics and three-dimensional work particularly welcome.
Contact Headmaster for forms and further details (SAE) or Tel: Bridgnorth 2 (Bridgnorth 0746 761321). 131928 (37911)

Careers

Heads of Department

NORTH YORKSHIRE
COUNTY COUNCIL
BRAYTON HIGH SCHOOL
Doncaster Road, Selby YO8 9QS
Required for September 1985 HEAD OF CAREERS EDUCATION, Scale 3, to be responsible for Careers Education throughout the school. The successful candidate must be qualified and prepared to teach in one of the following areas: Geography & Humanities, Biological Science, History & Humanities.
Further details and application forms available from the Headmaster (s.a.e. please) to whom they should be returned within two weeks of the appearance of this advertisement. (37710) 131418

Commercial Subjects

Heads of Department

LONDON E7
ST ANGELA'S URSULINE CONVENT
Forest Gate, London E7
Girls' Comprehensive School 800 on roll
Required September Head of Commercial Studies, scale 3. An interest in computer assisted learning would be an advantage.
Please apply in writing to Headmistress giving names and addresses of two referees and enclosing s.a.e. Closing date 19 April. (31399) 131818

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
HEXTABLE SCHOOL
Egerton Avenue, Hextable, Swanley BR8 7LU
Group 1 - London Outer
Fringe Allowance
Teacher/Instructor of Business Studies required for September 1985 to undertake the development of Business Studies and Business Technology in this 11 - 16 Group 11 Mixed Comprehensive School. Initially the work will be at least 16, but it is intended that development will take place from 14 - 18. A second might be possible for a suitably qualified applicant.
Application by letter plus c.v. Further details from the Headmaster on receipt of s.a.e. (37814) 131822

Computer Studies

Scale 1 Posts

SOMERSET
PARK SCHOOL
See main advert under Secondary Schools, Mathematics, Scale 1 posts. (37286) 134028

Craft, Design & Technology

Heads of Department

CUMBRIA
COUNTY COUNCIL
KESWICK SCHOOL
Main Street, Keswick CA12 5NJ
Voluntary Aided; Mixed 11 - 18; Upper and Comp. 13 Day; NOR approx. 1320 in Sixth Form. 140 - 150 in Sixth Form.
Required for September 1985, Head of Craft, (Scale 3).
A well qualified and experienced teacher to initiate and develop a curriculum primarily within the areas of New craft. Successful candidate should be familiar with current curriculum practice and able to initiate development in this and other areas.
Application by letter including c.v. to the Head (s.a.e.) (37563) 134178

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BARTON COURT GRAMMAR SCHOOL
(GIRLS)
(470 on roll)
CRAFT SCHOOL CO-ORDINATOR AND CREATIVE TECHNOLOGY
Scale 3/4 for suitably qualified and experienced teacher.
An enthusiastic and experienced teacher is required from September 1985 for the post of Craft School Co-ordinator within the school. He/she will also be responsible for the establishment and development of Creative Technology to external examination level.
Application forms and details from the Headmistress, Barton Court Grammar School for Girls, Longport, Canterbury, Kent CT1 1PE. Tel: (0227) 464000. (37915) 132118

SURREY
EDUCATION COMMITTEE
HEATHSIDE SCHOOL
Weybridge
HEAD OF DESIGN, Scale 4
See under Secondary: Art & Design, Head of Dept. (40668) 131918

Economics & Business Studies

Heads of Department

NORFOLK
HEWETT SCHOOL
Cecil Road, Norwich NR1 2PL
No. on Roll: 1850 12 - 18 mixed comprehensive
Scale 3 HEAD OF ECONOMICS
Required September 1985, an experienced teacher to take charge of the Economics Department. The subject is taught in years 9, 5 & 6. Experience of teaching 'A' level Economics is essential.
Application forms and further details are available from the Headteacher at the school. S.a.e. please, to whom completed forms should be returned. (37747) 133018

NORTH YORKSHIRE COUNTY COUNCIL
Burnholme School, York (Group 9)
Applications are invited from suitably qualified and experienced candidates for appointment as

HEAD

of this new 11–16 mixed comprehensive school formed on the reorganisation of Secondary Education in York in September 1985. The school will have approximately 650 pupils on roll.
Application forms and further details available on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE to whom completed forms should be returned by Monday, 22 April 1985. (10754)

CATOR PARK SCHOOL FOR GIRLS
Lennard Road, Beckenham, Kent BR3 1QR

HEAD TEACHER

Group 10

Applications are invited from suitably qualified candidates with proven management skills and curriculum development experience for the above post, tenable from September 1985, at this girls' Comprehensive school.
Assistance with removal and associated expenses available in certain circumstances.
Application forms and further details available from the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB (foolscap s.a.e. please), to whom completed forms should be returned by 22nd April 1985.
Previous applicants need not apply. (13736)

London Borough Of **Bromley**

SECONDARY ECONOMICS & BUSINESS STUDIES

continued

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
CHEADLE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required for September 1985, a teacher of Business Studies to join an expanding and excellently equipped department. Scale 2.
The successful candidate will teach boys and girls across the full age and ability range and contribute to the teaching of Typing, Office Practice and some or all of the following: Economics, Social Economics, Data Processing and Shorthand. We are looking for a lively and imaginative teacher and the post offers an opportunity for the successful candidate to work within an expanding TVEI scheme.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher. Mr. Cole, B.A., on receipt of a foolscap stamped addressed envelope. (37561) 132220

KENT
CRANBROOK SCHOOL
Kent
For September 1985, a well-qualified teacher of Geography. Scale 2. Cranbrook is a Co-educational, Voluntary Aided Upper School of 740 pupils, with 310 boarders and 300 Sixth Formers. All pupils take courses to 'O' and 'A' Levels, and there is a generous amount of Sixth Form work available. The post offers an opportunity to teach 14 - 18 Scholarship Geography.
The ability to teach Biology, Maths or Games as a second subjects would be an advantage.
Please write for further details and an application form to the Headmaster's Secretary, Cranbrook School, Cranbrook, Kent, TN17 3JD. The closing date is Friday, 26th April. (37111) [32622]

History

Heads of Department

CUMBRIA
KESWICK SCHOOL
Main Street, Keswick CA12 5NL
Voluntary Aided: Mixed 11 - 18: Boarding and (Comp.) Day: N.O.R 847: 120 in Sixth Form
Required for September 1985. Head of History (Scale 4) must be well qualified, experienced, capable of teaching to all levels and to lead a well established department.
Application by letter including C.V. to the Head a.s.a.p. (37566) 132418

Scale 2 Posts and above

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BECKFOOT GRAMMAR SCHOOL
Fully comprehensive, mixed, 1240 on roll with 150 in Sixth Form
Required for September 1985, for one year only, a well qualified Scale 1 temporary teacher of Geology/Geography for this Grade 3 Department.
There is a commitment in the curriculum for this teacher in Earth Sciences in the third year curriculum and some time for teaching at both lower and upper sixth level. The post arises due to the secondment of a member of staff and presents an opportunity for a keen graduate to get a good start in the teaching profession.
The school is delightfully situated within Shipley Glen, close to the Yorkshire Dales and is in an area rich in natural resources.
Further details and application forms may be obtained from (s.a.e. please) the Headmaster, Bolton Grammar School, West Yorkshire BD17 5RE to whom completed forms should be returned by 30 April.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated.
Reference ET 26585/TES. (37547) 132622

Scale 1 Posts

BARNET
LONDON BOROUGH OF
QUEEN ELIZABETH'S BOYS' SCHOOL
Queens Road, Barnet, Herts. EN5 4DR
Tel: 01-441 4646
Comprehensive - Roll 960, Sixth Form 150
London Allowance £678 payable
Nearest tube station - High Barnet
Required immediately, temporary qualified teacher of HISTORY, teaching across age and ability range. Scale 1.
Apply in writing to the Headteacher with full c.v. and names of two referees. (SAE).
Director of Educational Services. (37167) 132222

Home Economics

Scale 1 Posts

NEWHAM
LONDON BOROUGH OF
NEWHAM WOODSIDE
COMPREHENSIVE SCHOOL
Woodside Road, London E13 8RX
Head Teacher: Mr. M.J. Walton
Number on roll: 900
TEMPORARY TEACHER OF HOME ECONOMICS Scale 1
Required April 1985.
To join a well-established department with the aim of building on the successful creative area faculty at this six-form entry, mixed, 11 - 18 comprehensive school. The post is for one term only, and will involve work mainly in fresh-needlework/textiles. Candidates should possess an ability to depend on skills offered by such classical applicants.
London Allowance: £1,038 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 16th April 1985.
Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (37173) 133099

SOMERSET
THE KING ALFRED SCHOOL
Highbridge, Burnham on Sea

(11 - 18 Mixed Comprehensive NOR 1490)

For September 1985, teacher to act as second in Humanities, with special responsibility for Geography. Scale 3.
Application forms and details (SAE) from the Head at the school. Closing date 22nd April 1985. (37780) 133220

Mathematics

Heads of Department

CUMBRIA
COUNTY COUNCIL
KESWICK SCHOOL
Main Street, Keswick CA12 5NL
Voluntary Aided: Mixed 11 - 18: Boarding and (Comp.) Day: N.O.R 847: 120 in Sixth Form
Required for September, 1985. Head of Mathematics (Scale 4) must be well qualified, experienced, capable of teaching at all levels to manage and lead a large Department. Familiar with current curriculum thinking in Mathematics and able to initiate further developments in teaching the subject throughout the school.
Application by letter including C.V. to the Head a.s.a.p. (37564) 133418

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHER ADVISER (Mathematics (Burnham Scale 4)
See display advertisement under Administration. (37507) 133418

Scale 2 Posts and above

GWYNEDD
CYNGOR SIR GWYNEDD
COUNTY COUNCIL
ADDYSG A HAMDDEN
EDUCATION DEPARTMENT
Ysgrifennydd cwlc i'w benodi ar Gyfadran Dyniaethau yr ysgol Edrychir amberaon clir ai weledigaeth a phenderfyniad sydd ganddynt i gyflawni'r ysgol gyfadran drwy gyfrwng y Gymraeg. Cyflog Graddfa 4.
Gellir cael ffurflenni cais a manylion pellach am y swydd oddiwrth y Prifathro, dylid eu cwblhau a'u dychwelyd iddo ef erbyn Nbrill 26.
JOHN DAVIES, Cyfarwyddwr Addysg. Neuadd y Sir, Yr Ardd, Caernarfon. 27th March 1985. (37757) 133218

Scale 2 Posts and above

SOMERSET
THE KING ALFRED SCHOOL
Highbridge, Burnham on Sea

(11 - 18 mixed comprehensive NOR 1480)

For September 1985, teacher to act as second in Humanities, with special responsibility for Geography. Scale 3.
Application forms and details (SAE) from the Head at the school. Closing date 22nd April 1985. (37780) 133220

Modern Languages

Scale 1 Posts

BRADFORD
CITY OF BRADFORD
METROPOLITAN COUNCIL
BECKFOOT GRAMMAR SCHOOL
(11 - 18 Comprehensive, *mixed, 1020 on roll, 120 in the Sixth Form*)
HISTORY SCALE 2
Required for this comprehensive school situated near the Dales, for one year from 1st September 1985 because of Secondment, a teacher in charge of History to A level within the Humanities Department.
Further details and application forms may be obtained from (SAE please) the Headteacher, John Anderson, M.A., Beckfoot Grammar School, Wagon Lane, Bingley BD16 1ER to whom completed forms should be returned by 26 April 1985.
Reference ET 26285/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (37547) 132622

Scale 1 Posts

BARNET
LONDON BOROUGH OF
QUEEN ELIZABETH'S BOYS' SCHOOL
Queens Road, Barnet, Herts. EN5 4DR
Tel: 01-441 4646
Comprehensive - Roll 960, Sixth Form 150
London Allowance £678 payable
Nearest tube station - High Barnet
Required immediately, temporary qualified teacher of HISTORY, teaching across age and ability range. Scale 1.
Apply in writing to the Headteacher with full c.v. and names of two referees. (SAE).
Director of Educational Services. (37167) 132222

Humanities

Heads of Department

CLWYD
CYNGOR SIR CLWYD
YSGOL WCHRADD OLAN CLWYD
Llanelwy

(Ffo: Llanelwy 582611)

(920 o ddisgyblion 11 - 8 oed)

Prifathro - Glyn M. Jones, B.A.

Eisian erbyn Medi 1985:

PENNAETH CYFADRAN DYNIAETHAU A GRADD-PA 4

Athro/Athrawes sydd s'r profiad a'r brwfrydedd sefydlu pod yn bennaeth ar Gyfadran Dyniaethau yr ysgol. Edrychir amberaon clir ai weledigaeth a phenderfyniad sydd ganddynt i arwain yr ysgol. Dysgir yr ysgol bynciau sydd o fewn y gyfadran drwy gyfrwng y Gymraeg. Cyflog Graddfa 4.

Gellir cael ffurflenni cais a manylion pellach am y swydd oddiwrth y Prifathro, dylid eu cwblhau a'u dychwelyd iddo ef erbyn Nbrill 26.

JOHN DAVIES, Cyfarwyddwr Addysg. Neuadd y Sir, Yr Ardd, Caernarfon. 27th March 1985. (37757) 133218

Scale 2 Posts and above

SOMERSET
THE KING ALFRED SCHOOL
Highbridge, Burnham on Sea

(11 - 18 mixed comprehensive NOR 1480)

For September 1985, teacher to act as second in Humanities, with special responsibility for Geography. Scale 3.
Application forms and details (SAE) from the Head at the school. Closing date 22nd April 1985. (37780) 133220

Mathematics

Heads of Department

CUMBRIA
COUNTY COUNCIL
KESWICK SCHOOL
Main Street, Keswick CA12 5NL
Voluntary Aided: Mixed 11 - 18: Boarding and (Comp.) Day: N.O.R 847: 120 in Sixth Form
Required for September, 1985. Head of Mathematics (Scale 4) must be well qualified, experienced, capable of teaching at all levels to manage and lead a large Department. Familiar with current curriculum thinking in Mathematics and able to initiate further developments in teaching the subject throughout the school.
Application by letter including C.V. to the Head a.s.a.p. (37564) 133418

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHER ADVISER (Mathematics (Burnham Scale 4)
See display advertisement under Administration. (37507) 133418

Scale 2 Posts and above

GWYNEDD
CYNGOR SIR GWYNEDD
COUNTY COUNCIL
ADDYSG A HAMDDEN
EDUCATION DEPARTMENT
Ysgrifennydd cwlc i'w benodi ar Gyfadran Dyniaethau yr ysgol Edrychir amberaon clir ai weledigaeth a phenderfyniad sydd ganddynt i arwain yr ysgol. Dysgir yr ysgol bynciau sydd o fewn y gyfadran drwy gyfrwng y Gymraeg. Cyflog Graddfa 4.
Gellir cael ffurflenni cais a manylion pellach am y swydd oddiwrth y Prifathro, dylid eu cwblhau a'u dychwelyd iddo ef erbyn Nbrill 26.
JOHN DAVIES, Cyfarwyddwr Addysg. Neuadd y Sir, Yr Ardd, Caernarfon. 27th March 1985. (37757) 133218

Scale 1 Posts

BRADFORD
CITY OF BRADFORD
METROPOLITAN COUNCIL
BECKFOOT GRAMMAR SCHOOL
Fully comprehensive, mixed, 1240 on roll with 150 in Sixth Form
Required for September 1985, for one year only, a well qualified Scale 1 temporary teacher of Geology/Geography for this Grade 3 Department.
There is a commitment in the curriculum for this teacher in Earth Sciences in the third year curriculum and some time for teaching at both lower and upper sixth level. The post arises due to the secondment of a member of staff and presents an opportunity for a keen graduate to get a good start in the teaching profession.
The school is delightfully situated within Shipley Glen, close to the Yorkshire Dales and is in an area rich in natural resources.
Further details and application forms may be obtained from (s.a.e. please) the Headmaster, Bolton Grammar School, West Yorkshire BD17 5RE to whom completed forms should be returned by 30 April.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated.
Reference ET 26285/TES. (37547) 132622

Scale 1 Posts

BARNET
LONDON BOROUGH OF
QUEEN ELIZABETH'S BOYS' SCHOOL
Queens Road, Barnet, Herts. EN5 4DR
Tel: 01-441 4646
Comprehensive - Roll 960, Sixth Form 150
London Allowance £678 payable
Nearest tube station - High Barnet
Required immediately, temporary qualified teacher of HISTORY, teaching across age and ability range. Scale 1.
Apply in writing to the Headteacher with full c.v. and names of two referees. (SAE).
Director of Educational Services. (37167) 132222

Home Economics

Scale 1 Posts

NEWHAM
LONDON BOROUGH OF
NEWHAM WOODSIDE
COMPREHENSIVE SCHOOL
Woodside Road, London E13 8RX
Head Teacher: Mr. M.J. Walton
Number on roll: 900
TEMPORARY TEACHER OF HOME ECONOMICS Scale 1
Required April 1985.
To join a well-established department with the aim of building on the successful creative area faculty at this six-form entry, mixed, 11 - 18 comprehensive school. The post is for one term only, and will involve work mainly in fresh-needlework/textiles. Candidates should possess an ability to depend on skills offered by such classical applicants.
London Allowance: £1,038 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 16th April 1985.
Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (37173) 133099

SOMERSET
THE KING ALFRED SCHOOL
Highbridge, Burnham on Sea

(11 - 18 Mixed Comprehensive NOR 1490)

For September 1985, Teacher of Home Economics. Scale 3.

Application form and details (SAE) from the Head at the school. Closing date 22nd April 1985. (37780) 133220

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
RAINHAM MARK GRAMMAR SCHOOL
Co-educational, Voluntary Aided Upper School of 740 pupils, with 310 boarders and 300 Sixth Formers. All pupils take courses to 'O' and 'A' Levels, and there is a generous amount of Sixth Form work available. The post offers an opportunity to teach 14 - 18 Scholarship Geography.
The ability to teach Biology, Maths or Games as a second subjects would be an advantage.
Please write for further details and an application form to the Headmaster's Secretary, Cranbrook School, Cranbrook, Kent, TN17 3JD. The closing date is Friday, 26th April. (37111) [32622]

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
RAINHAM MARK GRAMMAR SCHOOL
Co-educational, mixed 11 - 18 Selective School in modern buildings
Required for September a teacher of Mathematics, to teach 'O' and 'A' levels. Scale 3.
Applicants should send full c.v. giving details of any other relevant subjects offered, i.e. statistics, computer studies etc., together with names of referees, to Dr. R. Keen, M.Sc., Ph.D., Headmaster, Rainham Mark Grammar School, Pump Lane, Rainham, Kent. (37909) 133420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
HERNE BAY COUNTY SECONDARY SCHOOL
Second in Mathematics Department. (Scale 3) required from September, 1985; Well qualified, experienced teacher of Mathematics required. Knowledge of individual learning programmes/computers an advantage.
Letter of application, including names of two professional referees to the Headmaster at the school in Bullockstone Road, Herne Bay.
S.A.E. for further information. (37908) 133420

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF
BROMLEY
ST. JOHN RIGBY R.C. SCHOOL
Leyhams Road, West Wickham, Kent BR4 9HH
Comprehensive school, Group 10, Mathematics Scale 1
Required for September 1985, a well qualified teacher of Mathematics for this 5 - 7 f.e. mixed, all ability school to work as a member of a lively and successful team.
The post involves sharing in the work of the Department up to G.S.E. 'O' level. 'A' level work could be available as a suitable candidate.
An interest in the teaching of careers could be an advantage. Further enquiries or visits welcomed. London Area Allowance payable.
Application by letter to the Headmaster, enclosing names, addresses and telephone numbers of two referees by 16th April 1985. (37785) 133492

CAMBRIDGESHIRE
(Equal Opportunity Employer)
Huntingdon Area
ST. PETER'S SCHOOL Huntingdon, Cambs.
(Co-ed. comp. 1400 on roll)
Headmaster: W.G. Thomas, J.P., M.A.
MATHEMATICS GRADE/SCALE 3 (Point 1)
Required for September 1985 to teach Mathematics to 'O' and 'A' level. Ability to teach 'A' level statistics would be an advantage.
Please write to the Headmaster giving c.v. and the name of one referee. Details will be sent on request (SAE please). Closing date 19th April. (32106) 133432

COMPUTER INSTRUCTORS urgently required for children's summer camp. Contact David Wilson on 0480 59784 (59806) 134492

ESSEX
ST. THOMAS MORE HIGH SCHOOL FOR BOYS
Kenilworth Gardens, Westcliff on Sea
(Roll 580)
Tel: Southend on Sea 344933
ASSISTANT TEACHER OF MATHEMATICS Scale 1
Practising Catholic preferred. Ability to help with boys' games an advantage.
Curriculum vitae and names of two referees to the Headteacher (please send s.a.e.). (37768) 133432

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVE HOUSE GRAMMAR SCHOOL FOR BOYS
(600 on Roll) 11 - 18
Required for September 1985 a Graduate Mathematician to teach Mathematics throughout the school up to at least 'O' level but preferably to 'A' level. Courses followed are the London Syllabus 'A' and the Nuffield Syllabus to teach Physics to all ability.
Apply to the Headmaster at the school enclosing details of qualifications, experience and names and addresses of two referees by 16th April 1985. (37785) 133492

Scale 1 Posts

DERBYSHIRE
MOUNT ST MARY'S COLLEGE
Catholic Co-educational Public School
Modern Languages: Spanish: additional languages or EFL an advantage
Required September 1985 Graduate Teacher to teach SPANISH to 'O' and 'A' level. A single lady who is to undertake Assistant Housemother duties would receive free residential board and lodging. Burnham Scale 2.
Apply with c.v. to The Headmaster, Mount St Mary's College, Sheffield S31 9YL. (35116) 133632

NEWCASTLE UPON TYNE

DAME ALLAN'S BOYS' SCHOOL
Newcastle upon Tyne
IIMG Independent (ex Direct Grant) with Assisted Places
FRENCH WITH GERMAN
Required for September 1985, well qualified graduate to teach French and German throughout the School and up to 'A' Level standard. Ability to teach German would also be an advantage. Additional qualifying this year are an enjoyment of teaching together with extra-curricular activities would be welcome.
All boys take French and German in the first three years of the School.
Burnham salary: Scale 1.
Apply immediately by letter (no forms), with curriculum vitae and names/addresses of two referees, to the Head Master, Dame Allan's School, Fenham, Newcastle upon Tyne NE4 9YJ. (35105) 133432

SOMERSET
COUNTY COUNCIL
THE KING ALFRED SCHOOL
Highbridge, Burnham-on-Sea

(11 - 18 Mixed Comprehensive, NOR 1490)

For September 1985, two teachers of modern language. Scale 1 the posts require teachers to be able to teach both French and German.

Application form and details (SAE) from the Head at the school.

Closing date 19 April 1985. (37778) 133492

VSO
Please see main display advertisement under overseas appointments. (37810) 133432

Music

Heads of Department

CUMBRIA
COUNTY COUNCIL
NEWMAN SCHOOL
Newman Road, Carlisle CA1 1NA
(Voluntary aided R.C. Comprehensive, mixed 11 - 18 N.O.R. 670)
Required from 1 September 1985 a Head of Music post.
Application forms for further details from the Head at the school, to whom they should be returned by 16th April 1985 (s.a.e. please). (37667) 133432

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
CHEADLE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required for September 1985, a graduate teacher of Physics to join a well qualified and experienced team of Physics teachers. Scale 2.
The successful candidate will be expected to take an active part in the extra-curricular activities of the school and to contribute to the development of Science in the 11 - 16 age range.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, Mr. Cole, B.A., on receipt of a foolscap stamped addressed envelope. (37561) 132220

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
CHEADLE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required from September 1985, a teacher of Chemistry. Scale 3.
The person appointed should have a proven record of success and will join a successful team of 14 Science teachers. The candidate would be required to lead an initiative within the department with the aim of creating across the complete science curriculum.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, Mr. Cole, B.A., on receipt of a foolscap stamped addressed envelope. (37561) 132220

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
CHEADLE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required from September 1985, a teacher of Chemistry. Scale 3.
The person appointed should have a proven record of success and will join a successful team of 14 Science teachers. The candidate would be required to lead an initiative within the department with the aim of creating across the complete science curriculum.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, Mr. Cole, B.A., on receipt of a foolscap stamped addressed envelope. (37561) 132220

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
CHEADLE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required for September 1985, a teacher of Physics to join a well qualified and experienced team of Physics teachers. Scale 2.
The successful candidate will be expected to take an active part in the extra-curricular activities of the school and to contribute to the development of Science in the 11 - 16 age range.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, Mr. Cole, B.A., on receipt of a foolscap stamped addressed envelope. (37561) 132220

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
CHEADLE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required for September 1985, a teacher of Physics to join a well qualified and experienced team of Physics teachers. Scale 2.
The successful candidate will be expected to take an active part in the extra-curricular activities of the school and to contribute to the development of Science in the 11 - 16 age range.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, Mr. Cole, B.A., on receipt of a foolscap stamped addressed envelope. (37561) 132220

WALSALL
METROPOLITAN BOROUGH COUNCIL
ASSISTANT TEACHER OF FRENCH Scale 1
Required September 1985, to join a lively, successful department within this developing comprehensive 11 - 16 school. Opportunities available to teach to all ability levels. Applicants must be willing to contribute to the pastoral and effective tutorial system, and to help develop courses in Modern Languages to help develop courses where increasing numbers of pupils are opting to study language for 5 years. The present Headteacher has gained a significant promotion after a relatively short time.
For an application form send S.A.E., quoting post in full, to the Head Teacher, Brownhills Comprehensive School, Deakin Avenue, Brownhills, Walsall, WS8 6AW.
Closing date: 24th April 1985.
Walsall is an Equal Opportunity Employer. (37758) 133632

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
HIGHAMS PARK SENIOR HIGH SCHOOL
Handsworth Avenue, London E4
Head: Mr. A. Cooper
Required from June 3rd,
TEMPORARY MODERN LANGUAGES TEACHER Scale 3 (plus Outer London Allowance) required in the meantime by school to pupils aged 14 - 16 (9th year) (9th form) to teach French and German, Spanish or Latin to GCE/CSE/'O' Level and perhaps 'A' Level, during a maternity leave.
Send letter of application, CV and names and address of two referees to the Headteacher.
Ref: No. P80/863. (37760) 133492

Scale 1 Posts

DERBYSHIRE
MOUNT ST MARY'S COLLEGE
Catholic Co-educational Public School
Modern Languages: Spanish: additional languages or EFL an advantage
Required September 1985 Graduate Teacher to teach SPANISH to 'O' and 'A' level. A single lady who is to undertake Assistant Housemother duties would receive free residential board and lodging. Burnham Scale 2.
Apply with c.v. to The Headmaster, Mount St Mary's College, Sheffield S31 9YL. (35116) 133632

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
CHEADLE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required for September 1985, a teacher of Physics to join a well qualified and experienced team of Physics teachers. Scale 2.
The successful candidate will be expected to take an active part in the extra-curricular activities of the school and to contribute to the development of Science in the 11 - 16 age range.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, Mr. Cole, B.A., on receipt of a foolscap stamped addressed envelope. (37561) 132220

VSO
Please see main display advertisement under overseas appointments. (37810) 133432

Pastoral

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
ANGLEY HIGH SCHOOL
Crooksbury Road, Farnham, Surrey GU10 1RJ
Comprehensive, mixed 11 - 18 (Mixed). Group 10
Roll 1000 (Mixed). Sixth Form
Required September 1985. SENIOR MISTRESS/MASTER.
An experienced teacher to join the School's management team with particular responsibility for girls', discipline and welfare and relationships. The person appointed is expected to have had at least ten years experience in secondary education to have proven organisation ability; to have an appetite for working in teams both as a member and as a leader.
Whether taking assemblies, or dealing with individuals, or dealing with groups, the successful applicant will need to show qualities of warmth, firmness and consistency.
A detailed job description is available on receipt of a S.A.E. (37810)

Physical Education

Heads of Department

OXFORDSHIRE
JOHN MASON SCHOOL
Wootton Road, Abingdon (0235) 21822
Mixed Comp 11 - 18 number on roll 1915
Required for September 1985 a Head of Girls' Physical Education (Scale 3). Within the curriculum the department aims to develop a strong games tradition with hockey, netball, athletics and badminton all thriving and successful activities. A special interest in gymnastics would be a recommendation for this post.
Further details available, (s.a.e. please). Apply to the Head-teacher by letter giving details of qualifications and experience and naming two referees. (37740) 134218

Scale 1 Posts

HOUNSLOW
SWINCROFT SCHOOL
Bedfont Lane, Chiswick W4 5HH
Tel: 01-747 0031
Headteacher: D.S. Hurrell, JP.
Required: April 1985
Teacher of Girls' Physical Education (Girls) to cover a teacher on maternity leave in the first instance.
The School has a strong tradition of team games and undertakes a wide range of activities. The P.E. Department is keen to recruit a teacher who is competent at most of these games (hockey, netball, athletics and tennis), has a qualification would be an advantage.
Other activities undertaken during the year include badminton, basketball, sailing and rowing.
Letters of application in the first instance to the Headteacher giving details and qualifications and names and addresses of two referees (stating relationship). Closing date 19th April 1985.
Interviews 23.4.1985 if possible.
London Allowance: £678 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (37717) 134584

HUMBERSIDE
EDUCATION COMMITTEE
GEORGE'S DIVISION
GOOLE GRAMMAR SCHOOL
Centenary Road, Goole
Tel: Goole 3201 Dr. Tood
No. on Roll: 1150
Mixed Comprehensive
Applications are invited for a Scale 3 Post for Upper School to teach Physical Education and Games. This is a temporary appointment for one term (scale 1). Applicants should be expected to offer a range of sporting skills, as well as qualifications for gymnastics and dance to hall apparatus.
Application forms obtainable from the Head Teacher at the above address to be returned when completed by 12th April 1985.
Interviews will be held as soon as possible after this date. Full and fair consideration will be given to all disabled applicants. (37547) 134582

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. JOHN'S CATHOLIC SCHOOL
Green Street, London E13
Head Teacher: Fr. E. Mc Namara
Number on roll: Scale 1
TEACHER OF PE Scale 1
Required for September 1985 or as soon as possible thereafter.
Catholic Teacher Committed to work within the Catholic Tradition of the school.
Music to work with Creative Music Unit.
Ability to teach Dance to the age range 11 - 16.
Mixed comprehensive 11 - 16 serving a multi-cultural community.
Suitable vacancy for a fully qualified teacher. Allowance £1,038.
Application forms/further particulars from the Headteacher to whom completed forms should be returned by 16th April 1985.
Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (37173) 133099

SURREY
THE FITNESS WORKSHOP
The Fitness Workshops are a chain of large unisex health clubs in the south. We have IMMEDIATE vacancies for P.E. trained staff to work as instructors in our fully equipped gymnasiums. The instructors job would be suit recent college graduates and applicants should be available to start work at short notice. Longer term vacancies for management posts starting in the summer are also available and would suit applicants who are currently teaching or in similar positions within the leisure industry.
Please write with a full C.V. AND telephone number to: David Shilton, The Fitness Workshop, 95 Monsham Avenue, Purley, Surrey CR8 3BA. (37358) 134522

Religious Education

Scale 1 Posts

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunity Employer
THE BUCKPOOL SCHOOL
Wordsley, Stourbridge DY8 5SP

(12 - 16 co-ed. comp. Group 10)

Required 23rd April, for one term only TEACHER of RELIGIOUS EDUCATION to share in teaching subject throughout the age range of School.

Letter of application with c.v. and naming two referees to Headteacher as soon as possible. (37818) 134432

SHROPSHIRE
EDUCATION COMMITTEE
PRIORY SCHOOL
Longden Road, Shrewsbury

4 f.e. Mixed *Comprehensive* 11 - 16 age range

Temporary for one year Teacher of Science (Physics) required for September 1985 to join a strong humanities team.

Apply by letter giving names and addresses of two referees to the Head (SAE) are available. (38790) 134428

Science

Heads of Department

HAMPSHIRE
HAMBLE SCHOOL
Satchell Lane, Hamble (0703) 453401 O.R. 185
Scale 4 HEAD OF SCIENCE
Letter of application with full curriculum vitae, names and addresses of two professional referees and S.A.E. to Head. Closing date 19th April 1985 (37780) 134418

HUMBERSIDE
EDUCATION COMMITTEE
GEORGE'S DIVISION
GOOLE GRAMMAR SCHOOL
Centenary Road, Goole
Tel: Goole 3201 Dr. Tood
No. on Roll: 1150
Mixed Comprehensive
Applications are invited for a Scale 3 Post for Upper School to teach Physical Education and Games. This is a temporary appointment for one term (scale 1). Applicants should be expected to offer a range of sporting skills, as well as qualifications for gymnastics and dance to hall apparatus.
Application forms obtainable from the Head Teacher at the above address to be returned when completed by 12th April 1985.
Interviews will be held as soon as possible after this date. Full and fair consideration will be given to all disabled applicants. (37547) 134582

NEWHAM
LONDON BOROUGH OF NEWHAM
CUMBERLAND SCHOOL
Cumberland Park, Bessant Lane, London E16 4HT
Head Teacher: J.A. McDonald
Number on roll: 1050
Required: April 1985 or/as soon as possible
Suitable qualified candidate for the post at Scale 1 to teach Physics to the age range 11 - 16 in this mixed comprehensive school serving a multi-cultural community.
Suitable vacancy for a fully qualified teacher. Allowance £1,038.
Application forms/further particulars from the Headteacher to whom completed forms should be returned by 16th April 1985.
Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (37173) 133099

NEWHAM
LONDON BOROUGH OF NEWHAM
CUMBERLAND SCHOOL
Cumberland Park, Bessant Lane, London E16 4HT
Head Teacher: J.A. McDonald
Number on roll: 1050
Required: April 1985 or/as soon as possible
Suitable qualified candidate for the post at Scale 1 to teach Physics to the age range 11 - 16 in this mixed comprehensive school serving a multi-cultural community.
Suitable vacancy for a fully qualified teacher. Allowance £1,038.
Application forms/further particulars from the Headteacher to whom completed forms should be returned by 16th April 1985.
Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (37173) 133099

Scale 2 Posts and above

BRADFORD
CITY OF BRADFORD
METROPOLITAN COUNCIL
BECKFOOT GRAMMAR SCHOOL
(11 - 18 Comprehensive, *mixed, 1020 on roll, 120 in the Sixth Form*)
HISTORY SCALE 2
Required for this comprehensive school situated near the Dales, for one year from 1st September 1985 because of Secondment, a teacher in charge of History to A level within the Humanities Department.
Further details and application forms may be obtained from (SAE please) the Headteacher, John Anderson, M.A., Beckfoot Grammar School, Wagon Lane, Bingley BD16 1ER to whom completed forms should be returned by 26 April 1985.
Reference ET 26285/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (37547) 132622

BRADFORD
CITY OF BRADFORD
METROPOLITAN COUNCIL
BECKFOOT GRAMMAR SCHOOL
(11 - 18 Comprehensive, *mixed, 1020 on roll, 120 in the Sixth Form*)
HISTORY SCALE 2
Required for this comprehensive school situated near the Dales, for one year from 1st September 1985 because of Secondment, a teacher in charge of History to A level within the Humanities Department.
Further details and application forms may be obtained from (SAE please) the Headteacher, John Anderson, M.A., Beckfoot Grammar School, Wagon Lane, Bingley BD16 1ER to whom completed forms should be returned by 26 April 1985.
Reference ET 26285/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (37547) 132622

BRADFORD
BRADFORD METROPOLITAN COUNCIL
HEELEY GRAMMAR SCHOOL
Required for September 1985, an enthusiastic and experienced teacher of Physics to join the Physical Science Department at the 11 - 16 School situated on the edge of the Yorkshire Dales. This will be a Scale 2 appointment for a suitable applicant. The person appointed will join a successful and forward looking Department, teach Physics and Science to all ages and abilities up to A and S levels, be expected to make positive contributions to the development taking place within the Department and be required to take responsibility for some aspects of the work of the Department. Experience in the teaching of Electronics and of making effective use of Computers within Physics would be an advantage.
Further details and application forms may be obtained from (s.a.e. please) the Headteacher, Ilkley Grammar School, Cowpasture Road, Ilkley, West Yorkshire LS29 8TP to whom completed forms should be returned by 26 April 1985.
Reference ES: 26485/TES
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (37744) 134820

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required from September 1985, a teacher of Chemistry. Scale 3.
The person appointed should have a proven record of success and will join a successful team of 14 Science teachers. The candidate would be required to lead an initiative within the department with the aim of creating across the complete science curriculum.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, Mr. Cole, B.A., on receipt of a foolscap stamped addressed envelope. (37561) 132220

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required for September 1985, a graduate teacher of physics, to join a well qualified and experienced team of Physics teachers. Scale 2.
The successful candidate will be expected to take an active part in the extra-curricular activities of the school and to contribute to the development of Science in the 11 - 16 age range.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, Mr. Cole, B.A., on receipt of a foolscap stamped addressed envelope. (37561) 132220

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required for September 1985, a teacher of Physics to join a well qualified and experienced team of Physics teachers. Scale 2.
The successful candidate will be expected to take an active part in the extra-curricular activities of the school and

SPECIAL EDUCATION
continued

BOLTON
METROPOLITAN BOROUGH OF BOLTON
WOODSIDE SENIOR ESN SCHOOL
526 Chorley New Road, Bolton BL1 5DB
Scale 2 plus ESA
Two experienced teachers required from 1.9.1985. Qualifications in Special Education advantageous.
1. Teacher to be responsible for Mathematics, or Life Skills, Aesthetic Education and Pastoral Care for a year group.
2. Teacher to develop a two year Peace Studies Course.
Application forms and further details obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 17th April, 1985. (37726) 160020

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
TEMPLE BANK SCHOOL AND SUPPORT SERVICE
TEACHER OF THE VISUALLY IMPAIRED
Required for September 1985.
We are looking for an experienced teacher with the ability to work within the structure of the school, and support service as it develops and responds to the special educational needs of partially sighted and blind children. Principal duties will be within the secondary age range where overall curriculum provision is related to mainstream.
An essential feature of this post is assessment of individual needs and the devising of teaching programmes and strategies.
A Scale 3(a) post of responsibility is available for a suitably qualified and experienced teacher of the Blind. If the successful applicant is not qualified as a teacher of the Blind, mandatory formal training must be undertaken.
Please telephone or write to the Headteacher for further details, and an application form (SAE please), or to arrange to visit the school: Temple Bank School, Daisy Hill Lane, Bradford BD9 6BN. Tel: Bradford 41714.
Completed forms should be returned to the Headteacher by 26 April 1985.
Reference ET 26185/TES
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (37744) 160090

NORTHUMBERLAND
COUNTY EDUCATION COMMITTEE
Required from September 1985 as Advisory Teacher for Special Educational Needs
[illegible] Scale 4 plus [illegible] Allowance
[illegible] qualification and experience of meeting Special Needs in the ordinary school. This is a county post and the teacher should hold a current driving licence.
Application forms returnable 10 days after this publication from Chief Education Officer, Education Offices, Wallsend, Tyne and Wear NE28 7NQ. Telephone 0632 625411 ext. 2. (37743) 160080

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY
MARJORIE McCLURE SCHOOL
Hawkwood Lane, Chislehurst, Kent BR7 5PS
Required from 29th April 1985 for the remainder of the term, an enthusiastic teacher to teach a small class of thirteen year old physically disabled pupils. Temporary appointment for the duration of a teacher's maternity leave.
The post will be suitable for a teacher with either Upper Junior school or Lower Secondary school experience. Knowledge of computer education would be an advantage. Previous experience in special education is not essential.
Scale 1.
Application forms and further details are available from the Headmaster at the school (please send s.a.e.) to whom completed forms should be returned by 18th April 1985. (35758) 160082

DEVON
ROYAL NATIONAL ORTHOPAEDIC HOSPITAL FOR THE BLIND
Residential Rehabilitation Centre
Topsy Lea
This centre provides a national vocational and social rehabilitation service to blind and partially sighted adults, with accommodation for 85 clients. Applications are invited for the following posts:-

DAILY LIVING SKILLS INSTRUCTOR

Concerned with personal independence in self-care, home management, including preparation of meals. Applicants should be qualified either teacher or nurse, for example, home economics or in the field of visual handicap.

Salary in the range £6,535 - £8,368 with pension scheme.

Please write for further information and application form to Rehabilitation Programme Manager, RNIB, Manor House, Middelle, Lincombe Road, Torquay, Devon TQ1 2NG. (37717) 160028

By Subject Classification

Art and Design

Other Assistants

BERKSHIRE
Applications are invited for the post of teacher of Art in the Secondary Department of an Independent Co-education School commencing in September 1985.
Art is taught as part of the craft programme which is a compulsory element of syllabus in the age range 11 plus to 16 plus.
Candidates should be capable of teaching the subject to GCE 'O' and 'A' Level and a knowledge of other crafts could be advantageous.
Salary will probably be in paid according to Burnham Scale 1 but a higher scale could be considered for a candidate with good qualifications and experience.
It is possible that accommodation could be offered in return for a contribution to the supervision of boarding pupils, but this is not a necessary aspect of the post.
Applications should include curriculum vitae and the names and addresses of two referees and addressed to the Headmaster, Licensed Victuallers' School, Ascot Weve, Slough, Berks. SL1 1XF. (37842) 181524

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER. 182224
(37766)

SOMERSET
PARK SCHOOL
See main advert under Independent Schools, Mathematics, other assistants. (37583) 182094

W. SUSSEX
SEAFORD COLLEGE
Petworth, Sussex
An Assistant is required for September 1985 to teach Computer Science/Studies to 'A' and 'O' Level in an expanding Department. Some Sixth Form School Maths also a requirement.
Further details and application forms from The Headmaster's Secretary. (38950) 182044

Computer Studies

Other Assistants

LONDON
RIVERSTON SCHOOL
London SE12
SENIOR DEPARTMENT
COMPUTER STUDIES
Required September 1985 - 1 year
An experienced and qualified teacher is required for Computer Studies from 1st year 'O' level and extending through to 6th form. Applicants should be enthusiastic and prepared to commit themselves to the growth and success of this department. A willingness to be involved in extra-curricular activities and the general community life of a boarding school is essential.
Salary will be according to Burnham Scale 2.
Applications should be made in writing, with detailed c.v. including the names of two referees to The Principal, Riverston School, 63-65 Eltham Road, Lee Green, London SE12 8UF. (39555) 182064

SOMERSET
PARK SCHOOL
See main advert under Independent Schools, Mathematics, other assistants. (37583) 182094

W. SUSSEX
SEAFORD COLLEGE
Petworth, Sussex
An Assistant is required for September 1985 to teach Computer Science/Studies to 'A' and 'O' Level in an expanding Department. Some Sixth Form School Maths also a requirement.
Further details and application forms from The Headmaster's Secretary. (38950) 182044

Deputy Headships Second Masters/ Mistresses

ISLE OF MAN
THE BUCHAN SCHOOL
Isle of Man
Isle of Mann Grant Aided Becoming Independent
Girls 11 - 18 years
DEPUTY HEAD
Required from September 1985. Deputy Head to help lead with the running and organisation of the school. Ability to teach modern languages an advantage. (Mixed Staff).
Details and application form from the Principal, Mrs. E.J. Perkins, B.Ed. (Hons), M.Ed., F.B.I.M., The Buchan School, Westhill, Castletown, Isle of Man. (37814) 180018

KENT
EASTON SCHOOL FOR GIRLS
Hayes, Bromley, Kent BR2 7AB
Required - September 1985
HEAD OF JUNIOR SCHOOL with particular interest in the curriculum and the teaching of English and mathematics.
Applications are invited from suitably qualified and experienced graduate teachers.
Apply in writing to the Principal enclosing full CV and the names of two referees. (37754) 180018

NOTTINGHAMSHIRE
TRENT COLLEGE
Long Eaton, Nottingham
(HMC 575 pupils aged 11 - 18, of whom 310 are boarders 190 in VI Form, including 50 Girls)
Required for September 1985 or January 1986, SECOND MASTER/MISTRESS at this forward-looking and predominantly boarding school. It is an exciting and challenging opportunity for someone of boundless energy and ambition. Please state teaching subject and date when available.
Applications to the Headmaster, with names and addresses of two referees. (37750) 180012

Economics & Business Studies

Other Assistants

KENT
MINISTRY OF DEFENCE
DUKE OF YORK'S ROYAL MILITARY SCHOOL
(Independent Boarding 470 Boys, 11 - 19)
Required for September 1985 a well qualified person to teach on a variety of related courses including BEC National, 'O' and 'A' Level. Appropriate Business experience an advantage.
Candidates must be prepared to commit themselves fully to Boarding School life and the ability to coach at least one of the major sports to team level is desirable.
Salary - Burnham Scale plus generous Boarding School Allowance. Both married and single accommodation is available at a fair rent.
Application forms from the Head Master (Tel: 03044 003011 Ext. 25), Duke of York's Royal Military School, Dover, Kent CT15 5EQ.

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER. 182224
(37766)

English

Other Assistants

BERKSHIRE
DOWNE HOUSE
Cold Ash, Newbury, Berks.
Girls' Independent Boarding School for 400
11 - 18 years
Required for September 1985 a graduate in ENGLISH to teach throughout the school. Salary based on Burnham Scale 2.
Applications in writing the Headmistress with full C.V. and the names, addresses and telephone numbers of two referees. (38808) 182424

KENT
WEST HEATH
Sevenoaks
Independent Boarding School, 140 Girls 11 - 18
Required for September 1985 EXPERIENCED graduate to teach English throughout the school to A level. Full time, preferably resident, post. Single accommodation available. Willingness to help with extra-curricular activities and supervision essential. Burnham Scale.
Please apply, with curriculum vitae, together with the names and addresses of two referees, and s.a.e., to the Principal. (38785) 182424

SOMERSET
CHILTON CANTELO HOUSE
(Yeovil)
(ISC Accredited, Co-ed Secondary Boarding - 120 pupils
Required for September 1985, a well-qualified teacher of English to 'O' Level. Participation in extra-curricular activities welcomed.
Apply by letter to Headmaster with CV and names of two referees. (37793) 182424

SURREY
CARDINAL WOLSEY SCHOOL
Small, mixed day school, recently founded
Required for September 1985, Graduate to teacher ENGLISH and DRAMA. Ability to offer games important.
Salary: Burnham.
Apply in writing C.V. and names of 2 referees to Headmaster, Cardinal Wolsey School, Kingston Hill, Kingston, Surrey KT2 7LN. (37735) 182424

TYNE & WEAR
GATESHEAD BOYS SCHOOL
37 Gladstone Terrace, Gateshead NE8 4DA
Required for as soon as possible a graduate experienced English teacher to teach up to 'O' level. (37555) 182424

WORCESTERSHIRE
INDEPENDENT SCHOOLS ENGLISH
TUTOR/ASSISTANTS
BROMSGROVE SCHOOL (HMC) 1350 in the Sixth Form)
YOUNG graduate ENGLISH/DRAMA required in September 1985 to teach throughout the school up to 'A' level and assist with Junior School Matric also to team level is desirable.
Salary - Burnham Scale plus generous boarding and day school. Salary above Burnham Scale if married and single accommodation available to qualified staff either and or a living-out allowance in lieu.
Apply with c.v. and the names of two confidential referees to the Headmaster: Bromsgrove School, Worcs. B61 7DU or Tel: (0527) 32774 for further details. 182424 (35104)

Geography

Other Assistants

EAST SUSSEX
ST MARY'S HALL
Brighton
C of E Independent Public School for Girls (approx 370 girls)
Required for September, fully qualified part-time teacher of Geography, with an emphasis on Sixth Form up to 'A' and GCE Advanced Level. Approximately 60 periods a week. Salary in accordance with the Burnham Scale.
Apply in writing with curriculum vitae and names and addresses of two referees to the Headmistress, St. Mary's Hall, Eastern Road, Brighton, Sussex BN2 5JF. 182424 (31395)

EDINBURGH
FETTES COLLEGE
Required in September (or in January 1986) a graduate to teach GEOGRAPHY throughout the School. A willingness to be involved in extra-curricular activities and the general community life of a boarding school essential.
Fettes salary scale. Accommodation available.
Further details and application form from: The Registrar, Fettes College, Edinburgh EH4 1QX. (37554) 182624

MERSEYSIDE
ST. MARY'S COLLEGE
Crosby, Merseyside L23 3AB
Catholic Independent School (HMC) 615 pupils
Required for September GRADUATE TO TEACH GEOGRAPHY throughout the school up to 'A' level and possibly with Junior School (HMC) 575 pupils aged 11 - 18, of whom 310 are boarders, 190 in VI Form, including 50 Girls) Required for September 1985 or January 1986 a graduate to teach HISTORY throughout the School to 'A' level. Full time, preferably resident, post. Single accommodation available. Willingness to help with extra-curricular activities and supervision essential.
Please apply, with curriculum vitae, together with the names and addresses of two referees, and s.a.e., to the Principal. (38785) 182424

SOMERSET
CHILTON CANTELO HOUSE
(Yeovil)
(ISC Accredited, Co-ed Secondary Boarding - 120 pupils
Required for September 1985, a well-qualified teacher of English to 'O' Level. Participation in extra-curricular activities welcomed.
Apply by letter to Headmaster with CV and names of two referees. (37793) 182424

STAFFORDSHIRE
ABBOTS BROMLEY SCHOOL FOR GIRLS, ST. MARY AND ST. ANNE
Abbots Bromley, Staffs.
(A Woodard School)
Limited Geography teaching required for September 1985; ability to offer additional subjects an advantage. The post would suit a young graduate looking for a first specialist appointment. Burnham scale. Single accommodation available.
Apply in writing to the Headmistress with full curriculum vitae and the names of two referees. (37707) 182464

STAFFORDSHIRE
COTTON COLLEGE
Independent R.C. Co-educational Boarding School founded 1763
Graduate teacher of Geography to 'O' and 'A' level required from September. Ability to teach Theology an advantage and a willingness to participate fully in the busy boarding school essential. Apply in writing, to the Principal, as soon as possible, including on a SEPARATE sheet the names of two referees with names, addresses and telephone numbers of at least two referees. (37687) 182424

SURREY
PIERREPONT SCHOOL
Frensham, Farnham, Surrey GU10 3DN
(HMC) 1985 pupils
SIMILS 260 pupils 11 - 18
boarding & day
Required for September 1985 a graduate to teach Mathematics at all levels. Boarding accommodation available for a suitably qualified graduate. Spouse who could help with the development of a newly equipped computer studies department would be particularly welcome. A willingness to be fully involved in games and in the pastoral side of school life would be a decided advantage. Bachelor accommodation available.
Applications with cv and the names and addresses of two referees to the Headmaster. (35131) 182424

WORCESTERSHIRE
Required for September 1985 teacher of Mathematics to 'O' and possibly some 'A' level; 'O' Level Computer studies and 'A' Level Accounting. Suitable for first appointment.
Apply to the Headmaster, Abbey International College, Malvern Wells, Worcs. giving the names and addresses of two referees. (37107) 183484

History

Other Assistants

CAMBRIDGESHIRE
THE KING'S SCHOOL
Ely
A vacancy exists for September 1985 for a Master or a Mistress to teach History to O, A and S Level with English or English Education in support. Ability to teach Latin to A level a strong advantage.
Applicants are expected to help with boarding duties and games coaching.
Salary in accordance with the Ely Salary Scale.
Applications giving name and addresses of two referees to be addressed to the Headmaster from whom further details are available. (38983) 183814

DEVON
KELLY COLLEGE
Tavistock
(HMC) mainly boarding, 10 boys 11 - 18, 65 sixth form girls in VI Form, including 30 town 18 miles from Plymouth, excellent scholastic results, games, CCF, etc.
Young History Graduate required September 1985 to teach History to Oxbridge standard; ability to coach rugby, hockey, cricket, athletics or sailing an advantage. Boarding accommodation available.
Apply (handwritten) with c.v. and names of two referees. (38861) 183814

EAST SUSSEX
ST. SEDE'S SCHOOL
The Dicker, Nr. Hailsham
An 11 - 18 girls' boarding and educational, expanding, predominantly boarding school of 370 plus pupils and ranges IB - 18 plus
GRADUATE TEACHER of HISTORY TO 'O' AND 'A' LEVEL required for September 1985. Willingness to work fully into the busy boarding life and ability to undertake extra curricular programme would be required.
This post is residential and the successful applicant would be required to live in the House Tutor residence at the School.
Please apply, in writing, with full c.v. and names addressed of two referees to the Headmaster at the above address. (37853) 182624

MERSEYSIDE
ST. MARY'S COLLEGE
Crosby, Merseyside L23 3AB
Catholic Independent School (HMC) 615 pupils
Required for September: GRADUATE TO TEACH HISTORY throughout the School up to 'A' level and possibly with Junior School (HMC) 575 pupils aged 11 - 18, of whom 310 are boarders, 190 in VI Form, including 50 girls) Required for September 1985 or January 1986 a graduate to teach HISTORY throughout the School to 'A' level. Full time, preferably resident, post. Single accommodation available. Willingness to help with extra-curricular activities and supervision essential.
Please apply, with curriculum vitae, together with the names and addresses of two referees, and s.a.e., to the Principal. (38785) 182424

NORTH YORKSHIRE
AMPLEFORTH COLLEGE
Owing to the appointment of a Assistant History Teacher to an Oxford Rhodes Scholarship, applications are invited to fill this post from September 1985. Candidates should have a good Honours Degree in History and will be required to teach up to 'A' level. The post will offer considerable scope for involvement in the wide range of extra-curricular activities of a boarding school.
Apply with full curriculum vitae and names of three referees to The Headmaster, Ampleforth College, York YO62 4ER, from whom further details may be obtained. (38988) 183624

NOTTINGHAM
TRENT COLLEGE
Long Eaton, Nottingham
(HMC) mainly boarding, 10 boys 11 - 18, 65 sixth form girls in VI Form, including 50 girls) situated 6 miles from Nottingham
Required for September 1985 or January 1986, SECOND MASTER/MISTRESS at this forward-looking and predominantly boarding school. It is an exciting and challenging opportunity for someone of boundless energy and ambition. Please state teaching subject and date when available.
Applications to the Headmaster, with names and addresses of two referees. (37750) 180012

Home Economics

Other Assistants

EAST SUSSEX
ST MARY'S HALL
Brighton
C of E Independent Public School for Girls (approx 370 girls)
Required for September, fully qualified, part-time teacher of Needlework, 14 - 20 periods a week. Salary in accordance with Burnham Scale.
Apply in writing with curriculum vitae and names and addresses of two referees to The Headmistress, St. Mary's Hall, Eastern Road, Brighton, Sussex BN2 5JF. 183034 (31308)

LONDON
RIVERSTON SCHOOL
London SE12
SENIOR DEPARTMENT
11 yrs - 18 yrs
HISTORY
Required September 1985.
An experienced and suitably qualified teacher required for delivery of the teaching of History throughout the School to 'O' and 'A' Level. Applicants require a dedicated, enthusiastic professional approach and need to actively participate in the development of History in the department, and growth and success of the School. An interest in extra-curricular activities would be an advantage.
Salary: Burnham scale by negotiation.
Applications should be made in writing, with a detailed c.v. including the names of two referees to the Principal, Riverston School, 63-65 Eltham Road, Lee Green, London SE12 8UF. 182824 (36594)

NORTH YORKSHIRE
AMPLEFORTH COLLEGE
Owing to the appointment of a Assistant History Teacher to an Oxford Rhodes Scholarship, applications are invited to fill this post from September 1985. Candidates should have a good Honours Degree in History and will be required to teach up to 'A' level. The post will offer considerable scope for involvement in the wide range of extra-curricular activities of a boarding school.
Apply with full curriculum vitae and names of three referees to The Headmaster, Ampleforth College, York YO62 4ER, from whom further details may be obtained. (38988) 183624

NOTTINGHAM
TRENT COLLEGE
Long Eaton, Nottingham
(HMC) mainly boarding, 10 boys 11 - 18, 65 sixth form girls in VI Form, including 50 girls) situated 6 miles from Nottingham
Required for September 1985 or January 1986, SECOND MASTER/MISTRESS at this forward-looking and predominantly boarding school. It is an exciting and challenging opportunity for someone of boundless energy and ambition. Please state teaching subject and date when available.
Applications to the Headmaster, with names and addresses of two referees. (37750) 180012

SOMERSET
CHILTON CANTELO HOUSE
(Yeovil)
(ISC Accredited, Co-ed Secondary Boarding - 120 pupils
Required for September 1985, a well-qualified teacher of English to 'O' level. Participation in extra-curricular activities welcomed.
Apply by letter to Headmaster with CV and names of two referees. (37793) 182424

Humanities

Other Assistants

LINCOLNSHIRE
PRIORY COLLEGE
Stamford
RESIDENT HUMANITIES TEACHER
Required for September 1985 to take History or Geography to 'O' level and to help with lower school History and Geography. Willingness to assist with sixth form girls' boarding duties and with extra curricular activities essential.
Please send a hand-written letter of application with a full C.V. and the names and addresses of two referees to The Headmaster, Priory College, St. Martins Without, Stamford, Lincs. PE9 2JW. 183224 (37387)

Mathematics

Heads of Department

LONDON
RIVERSTON SCHOOL
London SE12
SENIOR DEPARTMENT
11 yrs - 18 yrs
MATHEMATICS - HEAD OF DEPARTMENT
Required September 1985.
An experienced and suitably qualified teacher is required to assume responsibility for the Mathematics throughout the School. The successful candidate will be joining a dedicated, enthusiastic professional teacher who is prepared to make a significant contribution to the growth and success of the School. A positive interest in extra curricula activities would be an advantage.
Salary: Burnham Scale 2 plus taught allowances by negotiation.
Applications should be made in writing, with a detailed c.v. including the names of two referees to The Principal, Riverston School, 63-65 Eltham Road, Lee Green, London SE12 8UF. 182824 (36595)

SOMERSET
THE PARK SCHOOL
Yeovil
Independent Day/Boarding School
Required for September 1985
- Graduate (preferably) to teach Mathematics and Computer Studies, both to O-Level. Both Subjects are well developed and the person appointed would be regarded as responsible for the majority of the O-level Computer Courses. The School has now 130 girls 11 - 16. At present the post is almost full time. Burnham Salaries paid. Candidates should be up to Oxbridge entry standard. Ability to teach German would also be an advantage. Candidate with qualifying this year are encouraged to apply. Help with co-curricular activities would be welcome.
All boys take French and German in the first three years of the School.
Burnham salary: Scale 1
Apply immediately by letter (no formal), with curriculum vitae and names/addresses of two referees, to the Master, Dame Allen's School, Fenham, Newcastle upon Tyne NE5 9YJ. (35109) 182624

NEWCASTLE UPON TYNE
DAME ALLAN'S BOYS' SCHOOL
Newcastle upon Tyne
HMC Independent (ex Direct Grant) with Assisted Places
FRENCH WITH GERMAN
Required for September 1985, well qualified graduate to teach mainly French throughout the School and up to Oxbridge entry standard. Ability to teach German would also be an advantage. Candidate with qualifying this year are encouraged to apply. Help with co-curricular activities would be welcome.
All boys take French and German in the first three years of the School.
Burnham salary: Scale 1
Apply immediately by letter (no formal), with curriculum vitae and names/addresses of two referees, to the Master, Dame Allen's School, Fenham, Newcastle upon Tyne NE5 9YJ. (35109) 182624

Modern Languages

Heads of Department

CORNWALL
TRURO HIGH SCHOOL
Falmouth Road, Truro
(To): Truro (0872) 72830
Girls' Independent, 4x-direct grant
Ages 8 - 18, approximately 600 on roll
(re-advertisement)
Required for September, 1985, Head of Modern Languages - Burnham 3. French, German, Italian, Spanish; all to A and S-level. Language laboratory.
C.V. and names and addresses of 2 referees to the Headmistress, from whom further details may be obtained.
Closing date 9th April. (37015) 183618

Other Assistants

DERBYSHIRE
MOUNT ST MARY'S COLLEGE
Catholic Co-educational Public School
Modern Languages: Spanish; additional languages or EFL an advantage
Required September 1985
Graduate Teacher to teach SPANISH to 'O' and 'A' level. A single lady able to undertake Assistant House-mother duties would receive free residential use of house, including heating. Burnham Scale salary.
Apply with c.v. to The Headmaster, Mount St. Mary's College, Spinkhill, via Sheffield S31 9YL. 183694 (35118)

LONDON
MILL HILL SCHOOL
The Ridgeway, London N.W.7.
Tel: 01-959 1176
Required for September 1985 a well qualified graduate to teach French and Spanish to 'A' and S level and German to at least O level. The successful applicant will have a substantial element of Sixth Form work and will be willing to play an active role in an interesting department. Skills with extra-curricular activities will also be welcomed. Accommodation available.
Applications giving details of qualifications and experience, together with the names and addresses of two referees, should be sent as soon as possible to the Head Master from whom further particulars may be obtained. (33154) 183624

LONDON
THE ARTS EDUCATIONAL SCHOOLS
Golders Lane House, Golders Lane, London NW11 7PS
(Independent co-educational day school for 150 pupils aged 11 - 16)
Required to start in September 1985, an experienced Graduate to teach FRENCH to 'O' level to first year pupils. Second subject (preferably History). Burnham salary and London Allowance.
Applications with c.v. and names and addresses of two referees, should reach the Headteacher, Education by 27th April, 1985, with a view to interviews in early May. (37741) 183694

LONDON
MERCHANT TAYLORS' GRAMMAR SCHOOL
Sweyns Gardens, London NW7 3QS
Required to A-level Maths teacher to small friendly academic staff and lead Maths department. Available September. Scales A/S depending on applicant's qualifications/experience. Application in writing with C.V. (38986) 183424

NORFOLK
RUNTON HILL SCHOOL
MATHEMATICS graduate required for September 1985. Ability to teach GSE 'O' and 'A' level, and interest in Games. Accom. if required.
Apply in writing with C.V. to the Headmistress, Runton Hill School, West Runton, Cromer, Norfolk NR27 9QH (01-789) 182444 (37744)

Other Assistants

CHANNEL ISLANDS
THE LADIES' COLLEGE
Guernsey
(Independent (G.B.S.A.) Church Day Girls' School, 800 pupils 5 - 18 years, with approx 180 in sixth form)
Required for September 1985 - well qualified specialist to teach COMPUTER STUDIES and MATHEMATICS throughout the school up to 'O' level. With possibility of Sixth Form teaching up to Oxbridge entrance. The successful candidate could contribute in other subject areas such as statistics, and preference would be given to candidates who are able to teach Physics up to 'O' level standard. Burnham Scale 1. This post is also suitable for a first appointment.
The island of Guernsey is controlled by the Housing Authority. Any teacher wishing to purchase or rent a dwelling must first apply to the Housing authority for permission to occupy that building.
Please apply in writing, to the Principal, as soon as possible, including on a SEPARATE sheet the names of two referees with names, addresses and telephone numbers of at least two referees. (31567) 183424

LONDON
MERCHANT TAYLORS' GRAMMAR SCHOOL
Sweyns Gardens, London NW7 3QS
Required to A-level Maths teacher to small friendly academic staff and lead Maths department. Available September. Scales A/S depending on applicant's qualifications/experience. Application in writing with C.V. (38986) 183424

NORFOLK
RUNTON HILL SCHOOL
MATHEMATICS graduate required for September 1985. Ability to teach GSE 'O' and 'A' level, and interest in Games. Accom. if required.
Apply in writing with C.V. to the Headmistress, Runton Hill School, West Runton, Cromer, Norfolk NR27 9QH (01-789) 182444 (37744)

SOMERSET
THE PARK SCHOOL
Yeovil
Independent Day/Boarding School
Required for September 1985
- Graduate (preferably) to teach Mathematics and Computer Studies, both to O-level. Both Subjects are well developed and the person appointed would be regarded as responsible for the majority of the O-level Computer Courses. The School has now 130 girls 11 - 16. At present the post is almost full time. Burnham Salaries paid. Candidates should be up to Oxbridge entry standard. Ability to teach German would also be an advantage. Candidate with qualifying this year are encouraged to apply. Help with co-curricular activities would be welcome.
All boys take French and German in the first three years of the School.
Burnham salary: Scale 1
Apply immediately by letter (no formal), with curriculum vitae and names/addresses of two referees, to the Master, Dame Allen's School, Fenham, Newcastle upon Tyne NE5 9YJ. (35109) 182624

SURREY
PIERREPONT SCHOOL
Frensham, Farnham, Surrey GU10 3DN
(HMC) 1985 pupils
SIMILS 260 pupils 11 - 18
boarding & day
Required for September 1985 a graduate to teach Mathematics at all levels. Boarding accommodation available for a suitably qualified graduate. Spouse who could help with the development of a newly equipped computer studies department would be particularly welcome. A willingness to be fully involved in games and in the pastoral side of school life would be a decided advantage. Bachelor accommodation available.
Applications with cv and the names and addresses of two referees to the Headmaster. (35131) 183424

WORCESTERSHIRE
Required for September 1985 teacher of Mathematics to 'O' and possibly some 'A' level; 'O' Level Computer studies and 'A' Level Accounting. Suitable for first appointment.
Apply to the Headmaster, Abbey International College, Malvern Wells, Worcs. giving the names and addresses of two referees. (37107) 183484

Music

Heads of Department

ISLE OF MAN
THE BUCHAN SCHOOL
Isle of Man
Isle of Man Grant Aided Becoming Independent
Girls 11 - 18 years
HEAD OF MUSIC
Required for September 1985. Experienced graduate teacher to take charge of Music and oversee its teaching throughout the School to 'O' level. Ability to work with the choir and to organise musical events and instrumental lessons. (Mixed Staff).
Details and application form from the Principal, Mrs. E.J. Perkins, B.Ed. (Hons), M.Ed., F.B.I.M., The Buchan School, Westhill, Castletown, Isle of Man. (37815) 180018

TELFORD
WREKIN COLLEGE
Owing to the appointment of Sir Simon Rattle as Director of Music at Kingsmead School, we are looking for an Assistant Director of Music for September 1985. WREKIN COLLEGE (a co-H.M.C. co-educational school) has a flourishing music department. A new music school and theatre was opened in 1984, and we are looking for a well developed sense of professionalism. The House Orchestra is five years old and is running at the busy and successful school. We are looking for someone who will be committed members of the Church of England. Experience in a boarding school with a longitudinal musical structure is an advantage, but not essential.
Apply in writing, stating subject offered to the Headmistress enclosing a full C.V. and the names, addresses and telephone numbers of two referees. Interviewing will begin in late April and applicants should give contact address for the holidays. (37715) 184024 (S.a.e. please).

BERKSHIRE
DOWNE HOUSE
Cold Ash, Newbury, Berks.
Girls' Independent Boarding School for 400 girls aged 11 - 18
Required for September 1985 or January 1986 to be responsible for the care of 58 girls, 12 - 17 years. Self-contained, two bedroomed ground floor flat. Salary Burnham Scale 3 plus £570 p.a. House Master's Allowance. Half-fees education offered for up to two children at Downe House and for a son at Bradfield College. An Assistant position is also available to live in the House and is fully responsible for the House when the Housemistress is off duty. Applicants should be prepared to accept considerable responsibility and have a well developed sense of professionalism. The House Orchestra is five years old and is running at the busy and successful school. We are looking for someone who will be committed members of the Church of England. Experience in a boarding school with a longitudinal musical structure is an advantage, but not essential.
Apply in writing stating subject offered to the Headmistress enclosing a full C.V. and the names, addresses and telephone numbers of two referees. Interviewing will begin in late April and applicants should give contact address for the holidays. (37715) 184024 (S.a.e. please).

Pastoral

Heads of Department

STAFFORDSHIRE
ABBOTS BROMLEY SCHOOL (SCHOOL OF S. MARY AND S. ANNE)
Abbots Bromley, Staffs.
(Woodard Corporation)
Required for 1/9/85 MISTRESS for September 1985. The post involves the charge of a boarding house of approximately 40 girls, and also some teaching.
Apply in writing to the Headmistress giving a full C.V. and the names, addresses and telephone numbers of two referees. Interviewing will begin in late April and applicants should give contact address for the holidays. (37715) 184024 (S.a.e. please).

Other Assistants

AYR
WELLINGTON SCHOOL
Carleton Turrets, Ayr KA7 2XH
Tel: (0292) 269341
An Independent Boarding/Day School for 650 girls
MATRON RESIDENT
Required as soon as possible, SRN or Registered General Nurse, or Registered Sick Children's Nurse preferred. Boarding School experience useful but not essential.
Salary: National Joint Council Scale. Accommodation available at 31/2 rate.
Please apply by letter with curriculum vitae and names and addresses of two referees to the Headmaster, from whom further details may be obtained (S.a.e. please). (37715) 184024

BERKSHIRE
DOWNE HOUSE
Cold Ash, Newbury, Berks. RG18 9JJ
Boarding School for 400 girls aged 11 - 18
TEACHING HOUSEMISTRESS required in September 1985 or January 1986 to be responsible for the care of 58 girls, 12 - 17 years. Self-contained, two bedroomed ground floor flat. Salary Burnham Scale 3 plus £570 p.a. House Master's Allowance. Half-fees education offered for up to two children at Downe House and for a son at Bradfield College. An Assistant position is also available to live in the House and is fully responsible for the House when the Housemistress is off duty. Applicants should be prepared to accept considerable responsibility and have a well developed sense of professionalism. The House Orchestra is five years old and is running at the busy and successful school. We are looking for someone who will be committed members of the Church of England. Experience in a boarding school with a longitudinal musical structure is an advantage, but not essential.
Apply in writing stating subject offered to the Headmistress enclosing a full C.V. and the names, addresses and telephone numbers of two referees. Interviewing will begin in late April and applicants should give contact address for the holidays. (37715) 184024 (S.a.e. please).

ESSEX
FELSTED SCHOOL
Dunmow, Essex CM6 3LL
Required for September 1985, a Graduate to teach French to 'A' level. Applicants must be good linguists and be ready to be prepared to participate fully in the life of this boarding school. Accommodation available. Related salary scale.
Further details from The Director of Music, Roger Lawrence (Tel: 0371 820497) or the Headmaster, to whom applications with Curriculum Vitae and names of two referees should be submitted. (31758) 183824

SUSSEX
WORTH SCHOOL
Turners Hill, near Crawley.
Girls' Boarding
HMC, RC. 440 boys 10 - 18 (boarders)
Required for September 1985. Modern Languages graduate to teach French and Spanish to Oxbridge level. Salary Burnham Scale a.o.o. Married/single accommodation provided.
Applications plus C.V. and two referees to the Head Master. (37549) 183624

Other Assistants

EAST SUSSEX
ST. BEDE'S SCHOOL
The Dicker, Nr. Hailsham
An 11 - 18 girls' boarding and educational, expanding, predominantly boarding school of 370 plus pupils and ranges IB - 18 plus
GRADUATE TEACHER of HISTORY TO 'O' AND 'A' LEVEL required for September 1985. Willingness to work fully into the busy boarding life and ability to undertake extra curricular programme would be required.
This post is residential and the successful applicant would be required to live in the House Tutor residence at the School.
Please apply, in writing, with full c.v. and names addressed of two referees to the Headmaster at the above address. (37853) 182624

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER

ST. SWITHUN'S SCHOOL

Headship

The Council of St. Swithun's School invite applications for the above post for September 1986 following the retirement of Miss Olwen Davies.

Details of the post and method of application may be obtained from the Clerk to the Council of St. Swithun's School, Winchester, Hants, SO21 1HA.

Closing date for applications 1st May 1985

(19718)

THE NEWCASTLE UPON TYNE CHURCH HIGH SCHOOL

Tankerville Terrace, Newcastle upon Tyne NE2 3BA

Required for SETPEMBER 1984:-

Well qualified ENGLISH HONOURS GRADUATE to share the teaching of English throughout the Senior School up to University Entrance standard.

This post is suitable for a first appointment, but could be a Scale 2 post. An interest in editing the magazine would be an advantage.

Please apply to the Head Mistress with curriculum vitae, and the names and addresses of two referees as soon as possible, but not later than two weeks after the appearance of this advertisement.

Ministry of Defence
WELBECK COLLEGE
WORKSOP, NOTTS S80 3LN

There will be a vacancy in September 1985 for a

MATHEMATICIAN

with at least a good honours degree at this Army sixth form boarding school for boys intending to enter Sandhurst. Every boy at Welbeck studies mathematics to 'A' level, a high proportion studying pure and applied maths as separate subjects. The candidate appointed will have a substantial share of 'double maths'. The College has exceptionally good computing facilities.

All teachers are required to help with extra curricular activities and preference will be given to those able to contribute to games or the CCF. Teachers at Welbeck are established civil servants but are members of the Teachers' Superannuation Scheme. Salary will be in accordance with Burnham Primary & Second Scale 2 plus a pensionable Boarding School Allowance (currently £2,284). Accommodation will probably be available.

Please write or telephone (0909 478326) as soon as possible for full details of the school and the post.

Applications must be received by 22 April 1985.

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER

INDEPENDENT EDUCATION
continued

BERKSHIRE

DOWNE HOUSE
Cold Ash, Newbury, Berkshire
Boarding School for 400 girls with with some Day Girls

TEACHING HOUSEMISTRESS
Required in September 1985 or January 1986 to be responsible for a House of 65 girls, 12 - 17 years. Self-contained, two bedroom, ground floor flat. Salary Burnham Scale 3 plus £576 p.a. Schools Staff's allowance. Half-fees education offered for a daughter at Downe House and for a son at Bradfield College. An Assistant Housemistress also lives in the House, and is fully responsible for the House when the Housemistress is off duty. Applicants should be prepared to accept considerable responsibility and have a well-developed sense of professionalism. The House Staff are key figures in the running of this busy and successful school. They are expected to be communicant members of the Church of England. Experience in a boarding school with a longitudinal House structure is an advantage, but not essential.

Apply stating subject offered to the Housemistress enclosing a full C.V. and two names, addresses and telephone numbers of two referees. Interviewing will begin in late April and applicants should give contact addresses for the holidays. (37619) 184824

SURREY
Required September 1985
Housemistress for Girls' Boarding House (11 - 18 years) with 40 girls.
Salary according to qualifications and experience.
Interviews early May.
Apply Headmaster, Box Hill School, Mickleham, Dorking, Surrey, quoting two referees. (31589) 184824

Physical Education

Other Assistants

ESSEX

LOUGHTON SCHOOL
Small Independent Day School
(Boys 4 - 11, Girls 11 - 16)
Required in September 1985 a graduate with the ability to teach General Science, Geography an advantage. Salary Burnham plus London Allowance. Government Superannuation.
Applications to Headmaster, 76 High Road, Loughton, Essex. Tel: 01-508 3512. (37580) 184824

LIVERPOOL

ST EDWARD'S COLLEGE
Prenton Park, Liverpool 42
(Tel: 051-608 1176)
(650 boys 11 - 18) Girls in Sixth Form (H.M.C.)
Required for September 1985, a qualified teacher of Physics to teach throughout the school. A willingness to help with sport would be an advantage. Scale 1 or 2 post according to experience. This is a second advert for this post; previous applicants need not apply.
Apply in writing to Headmaster, enclosing C.V. giving names of two referees. (35158) 184824

LONDON

MILL HILL SCHOOL
The Ridgeway, Mill Hill, London NW7
(Tel: 01-959 1176)
Required for September A CHEMIST to teach throughout the School.
The post would be suitable for a married qualified graduate seeking his first appointment or a teacher with a few years experience.
The Department is a flourishing one with four full time teachers and sixty pupils studying Chemistry to the Sixth Form.
Mill Hill is an Independent Boarding School (H.M.C.) situated in the Green Belt, but within easy reach of central London. It has its own salary scales, and accommodation is available for a married or single person.
Applications, including curriculum vitae and names, addresses and telephone numbers of two referees to the Head Master, Mill Hill School, London NW7 1QS from whom further details can be obtained. (37161) 184824

NORTHAMPTONSHIRE

Senior Science Teacher required in January/September to teach to O & A level GCE. The post would suit an enthusiastic person who would like to take a full part in the life of the school. Good accomodation at Burnham Scale.
Apply The Headmaster, Winchester House School, Brackley, Northants, NN13 5AZ, enclosing C.V. and names of two referees. (35949) 184824

RUTLAND

OAKHAM SCHOOL
Rutland
HMC Independent, co-educational boarding/day.
540 boys 11 - 18
450 girls 11 - 18
TEACHER OF CHEMISTRY
An experienced teacher of Chemistry is required for September 1985 to join this well-equipped and flourishing department, in recent years graduate at A and S Level, and at Oxbridge have been gained. The successful applicant will be required to teach at all levels and to help with project work. An interest in pastoral responsibility and a willingness to participate in the general life of the School is essential.
Letters of application with full C.V. and the names of two referees (and requests for further information) to the Headmaster, Oakham School, Chapel Close, Oakham, Rutland LE15 6DY. (35906) 184824

Science

Other Assistants

BEDFORDSHIRE

BEDFORD SCHOOL
BIOLOGIST
Following promotion to Head of Department, there will be a vacancy for a well qualified graduate BIOLOGIST from September 1985. The successful candidate will be required to teach up to Advanced and Scholarship level. The Biology Department occupies a well equipped modern building first put into use in 1976. An ability to help significantly with extra curricular activities will be important. Bedford School Salary Scale according to experience and qualifications.
Further details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom applications should be made together with details of qualifications and experience and the names of two referees. (37381) 184824

DUBAI

DUBAI ALUMINIUM COMPANY LTD

Requires a Physics and Mathematics teacher.

Please see main display advertisement under overseas appointments. (37850) 184824

GLOUCESTERSHIRE

CHELTENHAM LADIES' COLLEGE

Requires CHEMIST with good honours degree for September 1985 to share in the teaching throughout the school up to G.C.E. Advanced Level and Oxford and Cambridge Scholarship standard.

Burnham salary according to qualifications and experience.

Apply to Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham, Glos. GL50 3AZ, with full C.V. and the names and addresses of two referees. (37008) 184824

GREATER LONDON

Experienced Graduate Teachers, living in Greater London, wanted for permanent and temporary full time posts in Independent Schools. Education Offinetcd. 01-930 1312. (293531) 184824

LONDON

MILL HILL SCHOOL
The Ridgeway, Mill Hill, London NW7
(Tel: 01-959 1176)
Required for September A qualified graduate seeking his first appointment or a teacher with a few years experience.
The Department is a flourishing one with four full time teachers and sixty pupils studying Chemistry to the Sixth Form.
Mill Hill is an Independent Boarding School (H.M.C.) situated in the Green Belt, but within easy reach of central London. It has its own salary scales, and accommodation is available for a married or single person.
Applications, including curriculum vitae and names, addresses and telephone numbers of two referees to the Head Master, Mill Hill School, London NW7 1QS from whom further details can be obtained. (37161) 184824

NORTHAMPTONSHIRE

Senior Science Teacher required in January/September to teach to O & A level GCE. The post would suit an enthusiastic person who would like to take a full part in the life of the school. Good accomodation at Burnham Scale.
Apply The Headmaster, Winchester House School, Brackley, Northants, NN13 5AZ, enclosing C.V. and names of two referees. (35949) 184824

RUTLAND

OAKHAM SCHOOL
Rutland
HMC Independent, co-educational boarding/day.
540 boys 11 - 18
450 girls 11 - 18
TEACHER OF CHEMISTRY
An experienced teacher of Chemistry is required for September 1985 to join this well-equipped and flourishing department, in recent years graduate at A and S Level, and at Oxbridge have been gained. The successful applicant will be required to teach at all levels and to help with project work. An interest in pastoral responsibility and a willingness to participate in the general life of the School is essential.
Letters of application with full C.V. and the names of two referees (and requests for further information) to the Headmaster, Oakham School, Chapel Close, Oakham, Rutland LE15 6DY. (35906) 184824

Religious Education

Heads of Department

BEDFORD

BEDFORD SCHOOL
CHAPLAINCY
Our Senior Chaplain, the Reverend P.R. Davies, will be moving into a parish in August, so there will be a vacancy for a CHAPLAIN from September 1985.
Applicants should be graduates willing to teach up to Ordinary and Advanced Level standard in Religious Education or another subject, with a strong commitment to providing pastoral care and enthusiastic willingness to be fully involved in School life. A Combined Chaplaincy and Religious Education Centre was opened in September 1982. Bedford School salary scale.
Further details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom applications should be made, together with details of qualifications and experience and the names of three referees. (37148) 184824

BERKSHIRE

DOWNE HOUSE
Cold Ash, Newbury, Berkshire
Boarding School for 400 girls with with some Day Girls

TEACHING HOUSEMISTRESS
Required in September 1985 or January 1986 to be responsible for a House of 65 girls, 12 - 17 years. Self-contained, two bedroom, ground floor flat. Salary Burnham Scale 3 plus £576 p.a. Schools Staff's allowance. Half-fees education offered for a daughter at Downe House and for a son at Bradfield College. An Assistant Housemistress also lives in the House, and is fully responsible for the House when the Housemistress is off duty. Applicants should be prepared to accept considerable responsibility and have a well-developed sense of professionalism. The House Staff are key figures in the running of this busy and successful school. They are expected to be communicant members of the Church of England. Experience in a boarding school with a longitudinal House structure is an advantage, but not essential.

Apply stating subject offered to the Housemistress enclosing a full C.V. and two names, addresses and telephone numbers of two referees. An interview will be given in late April and applicants should give contact addresses for the holidays. (37619) 184824

SURREY

Required September 1985
Housemistress for Girls' Boarding House (11 - 18 years) with 40 girls.
Salary according to qualifications and experience.
Interviews early May.
Apply Headmaster, Box Hill School, Mickleham, Dorking, Surrey, quoting two referees. (31589) 184824

Other Assistants

BEDFORDSHIRE

BEDFORD SCHOOL
BIOLOGIST
Following promotion to Head of Department, there will be a vacancy for a well qualified graduate BIOLOGIST from September 1985. The successful candidate will be required to teach up to Advanced and Scholarship level. The Biology Department occupies a well equipped modern building first put into use in 1976. An ability to help significantly with extra curricular activities will be important. Bedford School Salary Scale according to experience and qualifications.
Further details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom applications should be made together with details of qualifications and experience and the names of two referees. (37381) 184824

DUBAI

DUBAI ALUMINIUM COMPANY LTD

Requires a Physics and Mathematics teacher.

Please see main display advertisement under overseas appointments. (37850) 184824

GLOUCESTERSHIRE

CHELTENHAM LADIES' COLLEGE

Requires CHEMIST with good honours degree for September 1985 to share in the teaching throughout the school up to G.C.E. Advanced Level and Oxford and Cambridge Scholarship standard.

Burnham salary according to qualifications and experience.

Apply to Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham, Glos. GL50 3AZ, with full C.V. and the names and addresses of two referees. (37008) 184824

GREATER LONDON

Experienced Graduate Teachers, living in Greater London, wanted for permanent and temporary full time posts in Independent Schools. Education Offinetcd. 01-930 1312. (293531) 184824

LIVERPOOL

ST EDWARD'S COLLEGE
Prenton Park, Liverpool 42
(Tel: 051-608 1176)
(650 boys 11 - 18) Girls in Sixth Form (H.M.C.)
Required for September 1985, a qualified teacher of Physics to teach throughout the school. A willingness to help with sport would be an advantage. Scale 1 or 2 post according to experience. This is a second advert for this post; previous applicants need not apply.
Apply in writing to Headmaster, enclosing C.V. giving names of two referees. (35158) 184824

LONDON

MILL HILL SCHOOL
The Ridgeway, Mill Hill, London NW7
(Tel: 01-959 1176)
Required for September A qualified graduate seeking his first appointment or a teacher with a few years experience.
The Department is a flourishing one with four full time teachers and sixty pupils studying Chemistry to the Sixth Form.
Mill Hill is an Independent Boarding School (H.M.C.) situated in the Green Belt, but within easy reach of central London. It has its own salary scales, and accommodation is available for a married or single person.
Applications, including curriculum vitae and names, addresses and telephone numbers of two referees to the Head Master, Mill Hill School, London NW7 1QS from whom further details can be obtained. (37161) 184824

NORTHAMPTONSHIRE

Senior Science Teacher required in January/September to teach to O & A level GCE. The post would suit an enthusiastic person who would like to take a full part in the life of the school. Good accomodation at Burnham Scale.
Apply The Headmaster, Winchester House School, Brackley, Northants, NN13 5AZ, enclosing C.V. and names of two referees. (35949) 184824

RUTLAND

OAKHAM SCHOOL
Rutland
HMC Independent, co-educational boarding/day.
540 boys 11 - 18
450 girls 11 - 18
TEACHER OF CHEMISTRY
An experienced teacher of Chemistry is required for September 1985 to join this well-equipped and flourishing department, in recent years graduate at A and S Level, and at Oxbridge have been gained. The successful applicant will be required to teach at all levels and to help with project work. An interest in pastoral responsibility and a willingness to participate in the general life of the School is essential.
Letters of application with full C.V. and the names of two referees (and requests for further information) to the Headmaster, Oakham School, Chapel Close, Oakham, Rutland LE15 6DY. (35906) 184824

Other than by Subject Classification

Other Assistants

BERKSHIRE

Applications are invited for a post as teacher of Geography and Economics to commence in September 1985.
The work will involve teaching the subjects across the whole ability range with the age groups 11 plus to 18 plus in a Co-educational Independent School. Some 'A' Level teaching would also be required and the ability to teach as additional subject such as History would be advantageous.
Salary will be paid according to Burnham Scale 1 in the first instance and it is possible that accommodation could be provided for someone willing to undertake a tutorial role in the boarding community.
Applications which should include curriculum vitae and the names and addresses of two referees should be addressed to the Headmaster, Licensed Victuallers School, Brunel Way, Slough, Berks. SL1 1XP. (37841) 185624

ESSEX

LOUGHTON SCHOOL
Essex
Small Independent Day School for Boys and Girls 11 - 16
Required immediately, graduate qualified to teach English and Religious Studies up to 'O' Level standard. Salary Burnham Scale 1. London Allowance. Government Superannuation.
Applications to Headmaster, 76 High Road, Loughton, Essex. Tel: 01-508 3512. (37116) 185624

GLOUCESTER

THE KING'S SCHOOL
Independent Cathedral School 4 - 18
Co-educational S.H.M.I.S.
Enthusiastic teacher required for September 1985 to take charge of form of 9 year olds. Ability to take games and willingness to be involved in Boarding duties an advantage. Burnham Scale 1.
Apply in writing with C.V. and giving the names and addresses of two referees to The Headmaster, The King's School, Gloucester GL1 2BG, from whom further details can be obtained. Closing date during week beginning 21st April. (36019) 185624

KENT

FARRINGTON & SCIENCE
Chislehurst, Kent BR7 6LR
Methodist Co-educational Schools - 400 girls 414 - 18 years Boarding and Day (Girls) Required for September a teacher for a class of 8 - 9 year olds. The Junior School has small classes in a new purpose built school. Free lunch and lodging are also offered in return for boarding duties. Burnham Scale.
Apply in writing to the Headmistress giving the names and addresses of two referees. (37735) 185624

LONDON SE23

Two part-time teachers required, one for Physics and one for Mathematics, 20 periods each a week, for Form 3, to 'O' Level, London Board, for September 1985.
Apply The Secretary, Christ's College, Blackheath, SE3 Tel: 01-858 0693. (37551) 185624

LONDON

THE KING ALFRED SCHOOL
Hampstead
Est. 1898
This all-age, co-educational, Rational, independent day school has the following vacancy for September, 1985:- Temporary post, for 1 year, in the first instance, of a class teacher in Lower School (age range 5 - 10 years).
Please apply in writing for application form and for further details (enclosing s.s.a.) to the Head, The King Alfred School, North End Road, London, NW11 7HY. (33151) 185624

NORTH YORKSHIRE

ST. HILDA'S SCHOOL
Whitby
Boarding and Day School (240 pupils)
Assistant Anglican Chaplain required to teach Religious Studies or History or Classics to O and A Level.
Assist with services and Pastoral work for school, local district, small parish centre and Religious community.
3 bed-roomed house provided.
Apply with curriculum vitae and names of referees to The Princess St. Hilda's Priory, Sneaton Castle, Whitby, North Yorks. YO21 3QN. (37676) 185624

NORTH YORKSHIRE

FRIENDS' SCHOOL
Great Ayton, North Yorkshire
RESIDENTIAL POSITION
An opportunity for a lively, enthusiastic graduate to take advantage of the social facilities in a small Quaker boarding and day school in rural North Yorkshire. September 1985 - July 1986.
Room and board plus small allowance in return for extra-curricular activities and residential duties. There are a few teaching periods for which Burnham Scale will be paid.
For further particulars contact The Headmaster, Friends' School, Great Ayton, Middlesbrough TS9 6BN. (37585) 185624

OXFORD

DO YOU THINK YOU ARE A GOOD TEACHER?

If you do then we would like you to join us in September as we are now established as the leading Secretarial College and invite you to stay in that position. Due to retirement we need good teachers for secretarial duties, typing and shorthand.

Please write or phone Janet Manasseh, St. Aldates Secretarial College, 77 George Street, Oxford. Tel: (0865) 242624 (37383) 185624

Preparatory Schools

Headships

SURREY

HEAD
WALLOP SCHOOL

Applications are invited for the above post from suitably substantial and respected Preparatory School (385 boys) following the untimely death of the Headmaster.

Details from: The Secretary, Wallop School, Farnham Road, Ridge, Surrey KT13 9YU. Appointment for Sept. 1985 or later. Salary circa £13 - 14,000 by negotiation. (31687) 200010

Deputy Headships
Second Masters/ Mistresses

WEST SUSSEX

PENNTHORPE SCHOOL
L.A.P.S. Co-educational
Boarding/Day, 310 pupils
Required for September 1985 a Deputy Head with substantial national skills and ability to private well in Classics. Teaching subjects preferred are Maths, Science, Computer Studies, French or English. Salary Deputy Head for Group IV School.
Applications with c.v. and names and addresses of two referees to The Headmaster, Penthorpe School, Ridgewick, Horsham, W. Sussex RH12 3RJ from whom further details can be obtained. (37703) 200012

By Subject Classification

English

Heads of Department

WEST SUSSEX

PENNTHORPE SCHOOL
L.A.P.S. Co-educational
Boarding/Day, 310 pupils
Required for September 1985 a Head of English to teach to P.S.S. standard and to oversee the teaching of English through the school. Experience in drama production and ability to coach games an advantage. Also possibility of Deputy Headship for suitably qualified applicant.
Applications with C.V. and names and addresses of two referees to the Headmaster, Penthorpe School, Ridgewick, Nr. Horsham, W. Sussex RH12 3RJ from whom further details can be obtained. (37722) 200418

Modern Languages

Other Assistants

LONDON

Experienced teacher required by girls' independent preparatory school in North West London to teach English to middle forms and some general subjects, starting September 1985. Ability to teach French to a 11 - 11+ year olds is desirable but not essential. Salary Burnham Scale plus London Allowance. Interview will take place early May.

Please apply in writing enclosing Curriculum Vitae and names & addresses of two referees to The Headmistress, Box No. 00347, Priory House, St. John's Lane, EC1M 4BX. (31683) 200418

Other Assistants

NORTH YORKSHIRE

WOODLESIOH SCHOOL
Langton (Nr. Langton, Malton, N. Yorks.
This small, mainly boarding, Preparatory School (age range 7 - 13) opens for September 1985 to any an experienced teacher willingness to be fully involved in boarding school life and the ability to teach Art and cricket will be an advantage. Redundant prospects with good accordingly to age and experience. Married accommodation available.
Apply to the Headmaster with C.V. and names of two referees. (37580) 200012

History

Other Assistants

BUCKINGHAMSHIRE

THE BEACON SCHOOL
Chesham, Bois, Amersham
HP6 5PF
(Tel: 02405 Day Prep. School - 200 boys
HISTORY TEACHER
Required for September 1985 to teach boys to C.E., P.S.S., standards. Ability to coach games.
accommodation available. Burnham Scale 2.
Apply with C.V. and names and addresses of two referees to The Headmaster. (32116) 200012

SURREY

WEST SURREY BOYS' DAY PREPARATORY SCHOOL
Required for September 1985 HISTORY MASTER OR MISTRESS to teach to Common Entrance and Public Schools Scholarship level with some English and Games.
Apply HEADMASTER, Wellfield, Worplesdon, Woking, Surrey GU22 0SB. (36819) 200012

Mathematics

Heads of Department

HAMPSHIRE

HEAD OF MATHS
Required, September 1985 a mixed boarding prep. school. Two forms, 160 children. Single or married accommodation available.
For further details and Headmaster's Secretary, Highfield School, Liphook, Hants. GU30 7LQ. (33122) 185624

Other Assistants

HAMPSHIRE

DANESHILL SCHOOL
Stratfield Turgis, Nr. Basingstoke, Hampshire
(IAPS day school, prep. & pre-prep.; boys)
September 1985 Required, qualified Mathematics teacher to P.S.S. standard, to teach throughout the school, with some subsidiary duties.
Burnham Scale.
Application in writing, giving C.V. and 2 referees. (37880) 200012

SHROPSHIRE

MOOR PARK SCHOOL
Ludlow SY8 4AA
Roman Catholic, I.A.P.S. Co-ed. 8 - 13, Boarding and Day School
Required for September 1985: Science Teacher, mainly Physics and Biology in upper part of school to C.E. and scholarship standard; ability to coach games also desirable. Burnham Scale 1 plus London Allowance. Residential accommodation available for single person. Married accommodation by negotiation.
Applications to Headmaster with C.V. and names and addresses of two referees. (37880) 200012

Other than by Subject Classification

Other Assistants

A YOUNG ENTHUSIASTIC

Junior Teacher required September 1985 at small co-educational private school in N.W. London. Would suit recently qualified teacher. Write to Box No. TES 00346, Priory House, St John's Lane, EC1M 4BX. (33114) 200624

BERKSHIRE

LAMBROOK
Winkfield Row
JUNIOR FORM TEACHER
Required in September a qualified and enthusiastic junior form teacher to look after 8 - 9 year olds in boys' boarding preparatory school. Experience of independent education is essential and some tennis coaching would be valuable asset. Excellent accommodation. Apply in writing to Burnham Scale 2.
Applications and a full curriculum vitae containing the names and addresses and telephone numbers of two recent referees should be forwarded as soon as possible to: The Headmaster, Lambrook, Winkfield Row, Bracknell, Berkshire RG19 6LU. (37714) 200624

CORNWALL

REQUIRED - SEPTEMBER 1985
Young teacher in boys' Preparatory School. Ability to teach Science an advantage. Boys' games an essential.
Residential duties with remuneration.
Apply in writing with curriculum vitae and two references to The Headmaster, Polwhele School, Truro, Cornwall. (40270) 200624

KENT

BICKLEY PARK SCHOOL
Bickley, Bromley, Kent
Required for September full-time teacher to take games and English, especially rugger, cricket, athletics etc.) with ability to teach Junior French (9 and 10 year olds), also a little History.
Please apply in writing with C.V. and names of two referees to The Headmaster, Bickley Park School, Bickley (above Bromley South Station). Boarding accommodation available for single person. (36820) 200624

ROXBURGHSHIRE

ST. MARY'S SCHOOL
Melrose

(I.A.P.S.: 115 pupils. Co-educational)

Required for September 1985, Junior Teacher, mainly Physics, Science, mainly Physics or Classics or General Subjects. Willingness to participate in games and other activities essential. Ability to help with cricket and/or other games, an advantage. Accommodation available.

Applications as soon as possible to the Headmaster, St. Mary's School, Melrose, Roxburghshire TD6 9LW, together with full C.V. and names of two referees. (36793) 200624

SHROPSHIRE

MOOR PARK SCHOOL
Ludlow SY8 4AA
Roman Catholic, I.A.P.S. Co-ed. 8 - 13, Boarding and Day School
Required for September 1985, Junior Form Teacher to 8 - 9 year olds to organise girls' games throughout the school; ability to coach games essential and some other sport; ability to C.E. and scholarship level; good organisation and accommodation for single person. Residential accommodation for married couple. Burnham Scale 1 with London Allowance and Government Superannuation.
Apply to the Headmaster with C.V. and names and addresses of two referees. (37880) 200012

Other Assistants

KENT

SICKLEY PARK SCHOOL
Bromley
Science and Games Teacher, music teacher, also some Junior History. Ability to teach piano and train choir. Usual boarding duties. Salary above Burnham.
Apply The Headmaster, with C.V. and names and addresses of two referees. (36821) 200624

Science

Other Assistants

DEVON

WOLBOROUGH HILL SCHOOL
Newton Abbot
Required for September 1985, qualified Science specialist to teach this subject to CE and P86 level. The Science Laboratory has been completely refurbished this year. An interest in computers or other extra curricular activities would be welcome, but the successful applicant would not be expected to coach games.
Burnham Scale Plus. Government superannuation. Unfurnished residential accommodation available.
Applications in writing with full C.V. and names and telephone numbers of two referees to The Headmaster, Wolborough Hill School, Newton Abbot, S. Devon TQ12 4HP. (37381) 200624

HAMPSHIRE

HEAD OF MATHS
Required, September 1985 a mixed boarding prep. school. Two forms, 160 children. Single or married accommodation available.
For further details and Headmaster's Secretary, Highfield School, Liphook, Hants. GU30 7LQ. (33122) 185624

Other Assistants

HAMPSHIRE

DANESHILL SCHOOL
Stratfield Turgis, Nr. Basingstoke, Hampshire
(IAPS day school, prep. & pre-prep.; boys)
September 1985 Required, qualified Mathematics teacher to P.S.S. standard, to teach throughout the school, with some subsidiary duties.
Burnham Scale.
Application in writing, giving C.V. and 2 referees. (37880) 200012

SHROPSHIRE

MOOR PARK SCHOOL
Ludlow SY8 4AA
Roman Catholic, I.A.P.S. Co-ed. 8 - 13, Boarding and Day School
Required for September 1985: Science Teacher, mainly Physics and Biology in upper part of school to C.E. and scholarship level; ability to coach games also desirable. Burnham Scale plus London Allowance. Residential accommodation available for single person. Burnham and D.E.S. superannuation.
Applications to Headmaster with C.V. and names of two referees. (37880) 200012

Other Assistants

SURREY

DOWNSIDE PREPARATORY SCHOOL
(IAPS Day School (ages 7 - 13)
Required for September 1985, qualified teacher to be responsible for teaching Science to C.E. and Scholarship level, with good opportunities for other activities. Burnham Scale 1 with London Allowance. Government Superannuation.
Apply in writing with C.V. and names and addresses of two referees to The Headmaster, Downside Preparatory School, Leatherhead Lane, Purley, Surrey CR3 3RS. (36108) 184824

SURREY

DOWNSIDE PREPARATORY SCHOOL
(IAPS Day School (ages 7 - 13)
Required for September 1985, qualified teacher to be responsible for teaching Science to C.E. and Scholarship level, with good opportunities for other activities. Burnham Scale 1 with London Allowance. Government Superannuation.
Apply in writing with C.V. and names and addresses of two referees to The Headmaster, Downside Preparatory School, Leatherhead Lane, Purley, Surrey CR3 3RS. (36108) 184824

Other Assistants

STAFFORDSHIRE

NEWCASTLE-UNDER-LYME SCHOOL

PREPARATORY DEPARTMENT
ORME HOUSE

Required for September 1985 a qualified, experienced and enthusiastic Junior School teacher to play a full part in the expanding preparatory department. A responsibility allowance may be available for an experienced applicant.

An interest in and willingness to take part in extra-curricular activities essential and the ability to contribute to the musical life of the school an advantage.

Now applications as soon as possible with full curriculum vitae and the names and addresses of two referees to The Principal, Newcastle-under-Lyme School, Mount Pleasant, Newcastle, Staffs. ST5 1DB. (37569) 205624

SURREY

SHREWSBURY HOUSE SCHOOL
107 Ditton Road,
Surbiton, Surrey KT6 6RL

Full-time general subjects teacher required for Junior School (7 & 8 years) at boys' Day Preparatory School, in September 1985.

Burnham Scale 1 and Outer London Allowance.

Apply with C.V. to the Headmaster. (37643) 205624

SURREY

THE PRIORY SCHOOL
Banstead, Surrey
I.A.P.S. Day Preparatory School for Boys
Qualified teacher required for September 1985 to take charge of a form of 7 year old boys. Burnham Scale 1. London allowance, government superannuation. Non-residential.
Apply in writing with full C.V. and the names, addresses and telephone numbers of two referees, to The Headmaster, The Priory School, Bolters Lane, Banstead, Surrey SM7 2AJ. (37801) 205624

SURREY

Required for September 1985 - Qualified Junior Teacher of children aged 8 - 9 yrs. Salary according to Burnham Scale, plus London Fringe Allowance and Government Superannuation.
Please apply - Headmistress, Rydes Hill Convent, Aldershot Road, Guildford, Surrey GU2 8BH. (25120) 205624

HAMPSHIRE

BASINGTOKE TECHNICAL COLLEGE
Worting Road, Basingstoke, Hants.
Tel: Basingstoke 54141
DEPARTMENT OF TECHNOLOGY
LECTURER GRADE II IN FABRICATION/WELDING
Ability to teach Welding and, subjects associated with City & Guilds courses in Sheet Metal and Tin Plate Craft students and Welding Engineering Craft students and No. 165 Welding Craft Practice. Appropriate practical experience is essential for this appointment, as well as the ability to teach the nature of craft skills involved.
LECTURER GRADE II IN MECHANICAL ENGINEERING
The Department intends to appoint a lecturer to teach a range of subjects including Mathematics, Engineering Science and Engineering Drawing to students on BTEC and City & Guilds courses. The post is within the Mechanical Engineering section of the Technology Department.
Salary Scale - Lecturer I £6,810 - £10,311
LECTURER GRADE II IN COMPUTING required to teach computing principles and practices to students on BTEC National Diploma courses. The post is within the Computing Department.
Salary Scale - Lecturer I £6,810 - £10,311
SENIOR LECTURER IN ELECTRONIC ENGINEERING for a full-time post within the Department and the successful candidate will assume the Electronics Section. Qualities of leadership and initiative are being sought in an expanding area of work requiring higher BTEC/SCOTVEC and City and Guilds courses and short courses provision.
Salary Scale - Senior Lecturer £11,178 - £12,054 (under review) £11,178 - £12,054 (under review)
Completion of date for all four appointments 1st September, 1985.
Application forms and further particulars available from the Registrar, to be returned by 18th April 1985.
EDWARD MILLER
Director of Education
Hampshire County Council
Education Office
The Castle
Winchester
Hants SO23 8UG

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION

SENIOR LECTURER IN SCIENCE

Applications are invited for the above post commencing on 1st September 1985.

Applicants should be graduates and/or hold professional qualifications in science and, preferably, a teaching certificate. The successful applicant will act as Group Leader for Science and should have experience of teaching an appropriate science at A Level/H.N.C. Level/BTEC National standard, together with proven administrative ability.

Salary Scale: (under review) £11,178 to £13,128 plus London Allowance £856.

Berkshire has a scheme for assisting with removal expenses.

The County Council is an equal opportunity employer.

Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY. Please enclose a stamped, addressed, foolscap envelope.

Closing date: 19th April, 1985. (37144) 200026

DEVON

SOUTH DEVON COLLEGE OF ARTS & TECHNOLOGY
DEPARTMENT OF LANGUAGES
LECTURER GRADE II IN T.F.L.
Required from 1st September, 1985.
Applications welcome from graduates with overseas experience and a post-graduate TEFL qualification (P.G.C.E. or B.Ed. Diploma).
Further details and application forms available from The Chief Administrative Officer, South Devon College of Arts & Technology, Newton Road, Torquay TQ2 5EY, returnable by 26th April, 1985. (5AE please). (37716) 200026

SURREY

Required for September 1985 - Qualified Junior Teacher of children aged 8 - 9 yrs. Salary according to Burnham Scale, plus London Fringe Allowance and Government Superannuation.
Please apply - Headmistress, Rydes Hill Convent, Aldershot Road, Guildford, Surrey GU2 8BH. (25120) 205624

Colleges of Further Education

Heads of Department

LONDON

LANSDOWNE TUTORS

Owing to continued expansion, Lansdowne Tutors, a leading London tutorial College of 4500 students, is seeking applicants for the following new full time posts for September 1985:

2 HEADS OF DEPARTMENT (1 Science / 1 Arts/Modern Languages)

Responsible to the Director of Studies for running their Department of approx. 100 students on A and O Level courses. Applicants must be graduates with considerable experience of examinable courses and GCE teaching, and based GCE teaching, and also possess qualities of initiative and administrative skills. Salary will be determined by qualifications and experience, and will fall within the range of £9,000 - £11,500 p.a.

FULL-TIME TEACHING POSTS IN:-
Physics, Computer Science, Mathematics, Economics, Politics/Sociology, Accountancy, History, English Literature.

Applicants must be suitably qualified graduates with a minimum of 2 years relevant teaching experience of GCE/A and O level courses. Salary range: £7,000 - £10,000 p.a. According to qualifications/experience.

Letters of application and C.V.'s should be sent to: The Director of Studies, Lansdowne Tutorial College, 163 Clapham Road, SW9 0PZ. Closing date for applications: 19th April. (36875) 200018

Other Appointments

AVON COUNTY

LECTURER - TRAVEL AND TOURISM
Required, full-time/part-time, for Weston-super-Mare COLLEGE of Technology, Knightstone Road, Soundwall, Weston-super-Mare.
Required for Diploma and BTEC courses. Part-time lecturers also required.
Further details and application forms obtainable from Chief Administrative Officer, Tel: Bristol 647311 or Weston-super-Mare 54241 (24 hours answering service) returnable by 19th April, 1985. (37795) 200026
Equal opportunity employer.

Other than by Subject Classification

Other Assistants

A YOUNG ENTHUSIASTIC

Junior Teacher required September 1985 at small co-educational private school in N.W. London. Would suit recently qualified teacher. Write to Box No. TES 00346, Priory House, St John's Lane, EC1M 4BX. (33114) 200624

BERKSHIRE

LAMBROOK
Winkfield Row
JUNIOR FORM TEACHER
Required in September a qualified and enthusiastic junior form teacher to look after 8 - 9 year olds in boys' boarding preparatory school. Experience of independent education is essential and some tennis coaching would be a valuable asset. Excellent accommodation. Apply in writing to Burnham Scale 2.
Applications and a full curriculum vitae containing the names and addresses and telephone numbers of two recent referees should be forwarded as soon as possible to: The Headmaster, Lambrook, Winkfield Row, Bracknell, Berkshire RG19 6LU. (37714) 200624

CORNWALL

REQUIRED - SEPTEMBER 1985
Young teacher in boys' Preparatory School. Ability to teach Science an advantage. Boys' games an essential.
Residential duties with remuneration.
Apply in writing with curriculum vitae and two references to The Headmaster, Polwhele School, Truro, Cornwall. (40270) 200624

KENT

BICKLEY PARK SCHOOL
Bickley, Bromley, Kent
Required for September full-time teacher to take games and English, especially rugger, cricket, athletics etc.) with ability to teach Junior French (9 and 10 year olds), also a little History.
Please apply in writing with C.V. and names of two referees to The Headmaster, Bickley Park School, Bickley (above Bromley South Station). Boarding accommodation available for single person. (36820) 200624

ROXBURGHSHIRE

ST. MARY'S SCHOOL
Melrose

(I.A.P.S.: 115 pupils. Co-educational)

Required for September 1985, Junior Teacher, mainly Physics or Classics or General Subjects. Willingness to participate in games and other activities essential. Ability to help with cricket and/or other games, an advantage. Accommodation available.

Applications as soon as possible to the Headmaster, St. Mary's School, Melrose, Roxburghshire TD6 9LW, together with full C.V. and names of two referees. (36793) 200624

SHROPSHIRE

MOOR PARK SCHOOL
Ludlow SY8 4AA
Roman Catholic, I.A.P.S. Co-ed. 8 - 13, Boarding and Day School
Required for September 1985, Junior Form Teacher 8 - 9 year olds to organise girls' games throughout the school; ability to coach games essential and some other sport; ability to C.E. and scholarship level; good organisation and accommodation for single person. Residential accommodation for married couple. Burnham Scale 1 with London Allowance and Government Superannuation.
Apply to the Headmaster with C.V. and names and addresses of two referees. (37880) 200012

Other Assistants

KENT

SICKLEY PARK SCHOOL
Bromley
Science and Games Teacher, music teacher, also some Junior History. Ability to teach piano and train choir. Usual boarding duties. Salary above Burnham.
Apply The Headmaster, with C.V. and names and addresses of two referees. (36821) 200624

Science

Other Assistants

DEVON

WOLBOROUGH HILL SCHOOL
Newton Abbot
Required for September 1985, qualified Science specialist to teach this subject to CE and P86 level. The Science Laboratory has been completely refurbished this year. An interest in computers or other extra curricular activities would be welcome, but the successful applicant would not be expected to coach games.
Burnham Scale Plus. Government superannuation. Unfurnished residential accommodation available.
Applications in writing with full C.V. and names and telephone numbers of two referees to The Headmaster, Wolborough Hill School, Newton Abbot, S. Devon TQ12 4HP. (37381) 200624

KENT

BICKLEY PARK SCHOOL
Bickley, Bromley, Kent
Required for September full-time teacher to take games and English, especially rugger, cricket, athletics etc.) with ability to teach Junior French (9 and 10 year olds), also a little History.
Please apply in writing with C.V. and names of two referees to The Headmaster, Bickley Park School, Bickley (above Bromley South Station). Boarding accommodation available for single person. (36820) 200624

SHROPSHIRE

MOOR PARK SCHOOL
Ludlow SY8 4AA
Roman Catholic, I.A.P.S. Co-ed. 8 - 13, Boarding and Day School
Required for September 1985: Science Teacher, mainly Physics and Biology in upper part of school to C.E. and scholarship level; ability to coach games also desirable. Burnham Scale plus London Allowance. Residential accommodation available for single person. Burnham and D.E.S. superannuation.
Applications to Head

COLLEGES OF FURTHER EDUCATION

continued

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunity Employer

HALESOWEN COLLEGE

LECTURERS

£5,910 - £10,512 - required for September in following subjects -

Computer Studies

Electronic and Electrical Engineering

Food and Beverage Service

Supervisory Studies to Catering Students

Further details of posts and college details, and application by letter with separate CV to Principal, Halesowen College, Whitt-ingham Road, Halesowen, West Midlands B62 8NA (Tel: 021-550 1431). (37816) 220026

DURHAM
COUNTY COUNCIL
NEW COLLEGE DURHAM

Principal: Leonard G. Bowsher, Acad. Dip., Ed. (Lond.), B.Sc.(Econ), M.A., F.R.S.A.

FACULTY OF IN-SERVICE EDUCATION
COMMUNICATIONS AND COMPUTING STUDIES
SCHOOL OF COMMUNICATIONS

A Temporary Lecturer Grade I in German (to A Level and French (to 'O' Level) or ESL (mainly to A Level and E.S.P.) is required for the academic year 1985/86.

Further details and application forms, returnable by Friday, 19th April 1985 may be obtained from the The Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES, on receipt of a stamped addressed foolscap envelope. (25190) 220026

HERTFORDSHIRE
NORTH HERTS COLLEGE
DEPARTMENT OF TECHNOLOGY

LECTURER GRADE I IN WOODWORKING AND HOME MAINTENANCE

Applicants should possess a C & G Craft or Technician Certificate or equivalent in a related field such as carpentry, joinery, cabinet making. They should also have served an apprenticeship and worked in the industry for a number of years. Ideally, candidates should possess a degree in technology related to Electronics/computing and should have worked in Industry for experience.

Required to commence as soon as possible.

Salary Scale L1 £5,910 - £10,512.

Application forms and further details are available from the Principal's Secretary, North Herts College, Cambridge Road, Hitchin, Herts SG4 0JD (SAE Please), to whom completed application forms should be returned. (37389) 220026

LIVERPOOL
EDUCATION COMMITTEE

TEMPORARY LECTURER - FURNITURE SUBJECTS

until July 1986

Grade 1 £5,910 - £10,512

CENTRAL LIVERPOOL COLLEGE OF FURTHER EDUCATION
Myrtle Street, Liverpool L7 7HE

A vacancy exists for a Lecturer to teach Furniture subjects to Advanced Level, with specialist experience and qualifications in Upholstery and/or Finishing and Polishing.

Further details and application form available from I.S.A.E. and returnable to the Principal, within fourteen days of the appearance of this advertisement.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (35782) 220026

LONDON
Inner London Education Authority

SOUTH WEST LONDON COLLEGE
BUSINESS STUDIES
DEPARTMENT

LECTURER II

Required as soon as possible Lecturer II in the Business Education Department. The successful applicant will be a specialist in Trade Union Studies with TUC validation and substantial industrial experience. Readvertisement.

Salary Scale: LECTURER II: £7,548 - £13,089 plus £1,038 Inner London Allowance.

Further details and forms of application returnable within 14 days from Deputy Administrative Officer, South West London College, Tooting Broadway SW17 0TQ. (T.307).

This post is suitable for job share, applications for a job share appointment will be considered if sumitted on a paired basis.

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER. (37573) 220026

NEWHAM
LONDON BOROUGH OF NEWHAM
EAST HAM COLLEGE OF TECHNOLOGY
High Street South, London E6 4ER

Principal: K.R. Bishop, B.Sc., (Econ), F.R.S.A.

DEPARTMENT OF CONSTRUCTION
SENIOR LECTURER IN BUILDING

Required from the 1st September 1985 to teach in C109 and BTEC Building Courses. The appointee will teach mainly at Senior level on C109 courses and also be expected to play a part in the recruitment, admissions and guidance of students.

Applicants should possess a degree in Technology related to Building, professional qualification, relevant teaching and industrial experience.

Salary: £13,175 - £14,061 plus £1,038 Inner London allowance. (Bar at £13,128).

Application forms and further details may be obtained by writing to the Vice-Principal enclosing a self-addressed envelope. Completed forms should be returned within 14 days of the appearance of this advertisement.

An Equal Opportunity Employer. (37734) 220026

NEWHAM
LONDON BOROUGH OF NEWHAM
EAST HAM COLLEGE OF TECHNOLOGY
High Street South, London E6 4ER

Principal: K.R. Bishop, B.Sc., (Econ), F.R.S.A.

DEPARTMENT OF GENERAL EDUCATION
SENIOR LECTURER IN BUILDING

Required from the 1st September 1985 to teach G.C.E. 'O' and 'A' Level Biology and Human Biology, some C.S.E., 'O' Level Chemistry and Science Studies.

Applicants should have an appropriate degree or equivalent qualification. Previous teaching experience would be an advantage but is not essential.

Salary £5,910 - £10,512 plus London Allowance £1,038.

For further particulars and application form please send s.a.e. to the Acting Principal, West Ham College, Welfare Road, Stratford, London E15 4ET. Tel: 01-555 1422.

An Equal Opportunity Employer. (37735) 220026

OXFORD

LECTURER I IN SECRETARIAL SUBJECTS

Applications are invited by the Oxford and County Secretarial Colleges for private college training over 800 residential secretarial students. Duties should be taken up on 17 September. Candidates should teach Private 2000 Shorthand and Private Secretarial Duties and have a good education. A knowledge of Business Studies would be an advantage. The hours for this post will be 1.9m - 4.9m daily. If a full-time post is required additional administrative duties are available.

Apply, in writing, for a job specification and application form to: The Director, Oxford and County Secretarial College, 54 St Giles, Oxford OX1 3LH. (37800) 220026

ROTHERHAM
METROPOLITAN COUNCIL

ROTHERHAM COLLEGE OF TECHNOLOGY
Eastwood Lane
Rotherham S65 1EG

(Tel: Rotherham 362111, Ext. 201)

The following Lecturers are required.

Salary Scale for all posts: £5,910 - £10,512 p.a.

LECTURER I IN ACCOMMODATION AND HOUSEKEEPING

Required for 1st September, 1985 to teach practical aspects of housekeeping and accommodation services on courses including COLI 705, 8706 Hotel Catering and Institutional Operations and YTS programmes.

LECTURER I IN CERAMICS

Required for 1st May, 1985 to teach Ceramics on well established full-time Foundation and BTEC General Art and Design courses, as well as 'A' level, 'A' level and COLI Ceramics.

LECTURER I IN FASHION/EMBROIDERY

Required for 1st May 1985 to teach fashion and embroidery on a range of courses including Full-time Fashion and Textiles Course, COLI and non-vocational courses.

LECTURER I IN FOOD SERVICE

Required for 1st September, 1985 to teach practical and theoretical aspects of food service to and/or students on COLI 707/1, 707/2 and 706 courses. Good practical skills and professional qualifications required.

LECTURER I IN HAIRDRESSING

Required for 1st May or as soon as possible thereafter, to teach hairdressing subjects on full-time and day release courses. Good practical skills and professional qualifications are essential.

LECTURER I IN MICROELECTRONICS

Required for 1st September, 1985 to teach microelectronics and microprocessor theory and applications to C.G.L.I. and BTEC courses. Applicants should have an appropriate qualification and relevant industrial experience.

Closing Date for all posts: 18th April 1985.

On receipt of a s.a.e. further details of these posts can be obtained from the Principal at the above address, to whom completed applications should be submitted.

An Equal Opportunity Employer.

READING
CHILTERN NURSERY TRAINING COLLEGE

Requires a Lecturer I with Social Work qualifications to join the teaching team from 1st September 1985. Applicants should have some experience of teaching Nursery Nurse students and a N N E B certificate would be an advantage.

For further particulars and application form to be returned by 30th April apply to The Principal, 16 Peppard Road, Caversham, Reading. Tel: 0734 471847. (37149) 220026

SANDWELL
METROPOLITAN BOROUGH COUNCIL

WARLEY COLLEGE OF TECHNOLOGY

Principal: R.A.W. Longdon, B.Sc.(Econ), C.Chem., F.R.S.C.

Applications are invited from suitably qualified and experienced persons for the following post:

TEMPORARY LECTURER GRADE I IN GERMAN

(To cover for a member of staff on maternity leave)

Post No 173

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all reserved to registered disabled people.

Salary scale: Lecturer Grade I £5,910 to £10,512 in 13 incremental points.

Application forms and further particulars from the Principal quoting post no/ by no from which the said forms should be received no later than Monday 22nd April 1985.

The Principal, Warley College of Technology, Crocketts Lane, Smethwick, Warley, West Midlands B66 2BU. Tel: 0121 558 4121, Ext. 356. (37588) 220026

STOCKPORT
METROPOLITAN BOROUGH OF STOCKPORT
An Equal Opportunities Employer

STOCKPORT COLLEGE OF TECHNOLOGY
DEPARTMENT OF ELECTRICAL ENGINEERING

LECTURER I in Electrical Installation Work required to carry out lunit building on the JIB/CITB training scheme and to teach in the first year of the City & Guilds of London Institute (236) Part 2 courses in Installation Work. Salary Scale £5,910 - £10,512.

Application forms and further particulars, 15th April 1985.

Application forms and further details may be obtained from the Principal, Stockport College of Technology, Wellington Road South, Stockport SK1 3UQ. Tel: 061-480 7551 on receipt of a stamped addressed envelope. (37752) 220026

VSO

Please see main display advertisement under overseas appointments. (37812) 220026

University Appointments

CARDIFF
UNIVERSITY COLLEGE OF CARDIFF

EDUCATION DEPARTMENT

LECTURER IN MICRO-COMPUTERS IN EDUCATION

Applications are invited for the above post, salary range £7,990 - £14,985 per annum. Duties to commence October, 1985.

Applications, 3 copies, together with the names and addresses of two referees, should be forwarded to the Vice-Principal (Administration), Registry, University College, Cardiff, PO Box 78, Cardiff CF1 1XL, from whom further particulars will be available.

Closing date 3rd May, 1985. Ref: 2927. (37805) 220000

MANCHESTER
THE UNIVERSITY OF MANCHESTER

DEPARTMENT OF HISPANIC AND PORTUGUESE STUDIES

LECTURER IN SPANISH

Applications are invited for the above post, tenable from October 1985. Candidates should be specialists in Medieval Spanish Literature and should possess a proven interest in the teaching of the present-day Spanish language. Initial salary within range £7,990 - £8,880 p.a. superannuation.

Application forms (returnable by April 30th) and further particulars from the Registrar and Secretary, The University, Manchester M13 9PL. (37722) 220000

NOTTINGHAM
UNIVERSITY OF NOTTINGHAM

ASSISTANT DIRECTOR OF PHYSICAL RECREATION

(RESPONSIBLE FOR WOMEN STUDENTS)

Applications are invited for the above appointment from candidates holding a degree or diploma in physical education of a recognised College of Physical Education, and with at least three years' teaching experience.

The Assistant Director will be fully responsible for developing and overseeing practical courses in physical recreation. It will be of advantage if candidates are able to undertake coaching/teaching to a high level in hockey, netball and/or dance.

The appointment will be for a fixed three year term and the salary will be fixed within the range of £6,600 - £19,150 per annum.

Further particulars and forms of application may be obtained from the Staff Appointments Officer, University of Nottingham, University Park, Nottingham (Tel: 0602 506101, Ext. 2032) and should be returned by 22nd April, 1985. Ref. No. 988. (37585) 220000

WALES
ABERYSTWYTH
THE UNIVERSITY COLLEGE OF WALES
DEPARTMENT OF EDUCATION

LECTURER IN EDUCATION (WELSH-MEDIUM)

Applications are invited from experienced teachers for the above post which is tenable from September 1st, 1985. The successful candidate will have responsibility for the P.G.C.E. (Primary Education) course, which is offered to both Welsh and non-Welsh students, and as appropriate, to contribute to undergraduate and/or other professional courses.

Salary on the Scale for Lecturers £7,550 to £14,925 per annum. Initial appointment will be on the NJC Scale £7,550 to £9,860 per annum.

Further particulars and application forms may be obtained from the Staffing Officer, University College of Wales, Old College, King Street, Aberystwyth SY23 2AX (Tel: 0970 3177, Ext. 2071). Closing date for applications: Monday 29 April 1985. (38107) 220000

COLEG Y DRINDOD CAERFYRDDIN
TRINITY COLLEGE CARMARTHEN
DYFED SA31 3EP

Printed by CLIVE JONES DAVIES U.K. 0792 70000

Re-advertisment.

Applications are invited for the post of Lecturer II/Senior Lecturer in

MATHEMATICS

to contribute to B.Ed and B.A. Degree Courses. Duties will commence on 1st September 1985.

Applicants must be good Honours graduates with recent and successful experience of Primary School teaching, or Secondary teaching with an interest in Primary Education, and be able to lecture through the medium of Welsh.

Candidates should indicate their area of specialism within the above subject and any additional curriculum specialism they are able to offer.

Further particulars may be obtained form the PRINCIPAL, to whom a LETTER OF APPLICATION, a full CURRICULUM VITAE and the names of two referees should be forwarded by 29th APRIL, 1985.

Athrofa Gogledd-dd Cymru
The North E Wales Institute
of higher education

CONNAH'S QUAY, DEESIDE, CLWYD.
SCHOOL OF MANAGEMENT, BUSINESS & TRADE UNION STUDIES

Lecturer II in Business Studies

(£7,548–£12,099)

We are a growing department with a high commitment to BTEC Higher Courses. We are seeking a lecturer with good general teaching experience in the field and a personal specialism which, though ideally must be Personnel could be in other areas.

Candidates, preferably in their thirties with a good first degree, membership of an appropriate professional body and relevant non-teaching experience will find this post challenging. We need flexibility and a positive approach to the work of our BTEC team.

Further particulars and application forms available from the Registrar, The North East Wales Institute, Connah's Quay, Deeside, Clwyd. Tel: Deeside (0244) 817530 (Extn. 2...

Research Posts

LONDON
KING'S COLLEGE LONDON (KQC)
University of London

Research in Education

The Faculty of Education (to be formed from the Institute of Education, King's Faculty of Education and the Chelsea College Centre for Science and Mathematics Education) invites applications from prospective full- or part-time research students. The research interests cover the whole secondary school curriculum and related areas such as psychology, sociology, evaluation and assessment. There is a large programme of externally funded research. Applications are particularly welcomed from well qualified persons who would wish to apply for ESRC competitive research studentship to carry out full-time research in the Faculty leading to the degree of M.Phil or Ph.D.

Further information about the Faculty and the E.S.R.C. studentship application form may be obtained from Mary Jolley, King's College London (KQC), Chelsea Campus, Pulteney Place, London SW3 4TH. Tel: 01-730 5461. (37199) 220000

Colleges of Higher Education

Other Appointments

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MID-KENT COLLEGE OF HIGHER AND FURTHER EDUCATION
DEPARTMENT OF SCIENCE

POST-DOCTORAL RESEARCH FELLOWSHIP

A vacancy exists in the Department of Science for a Post-Doctoral fellow to undertake research with Dr M.A. Malati in the field of photocatalysed heterogeneous reactions.

The post is available for two years, with a salary within the NJC Scale £7,548 - £10,281.

Applications, accompanied by a full curriculum vitae and the names of two referees should be sent to the Principal, Mid-Kent College of Higher and Further Education, Horsmonden Road, Chatham, Kent ME4 6UQ, by Friday, 3rd May 1985. (37810)

Adult Education

SHEFFIELD
EDUCATION DEPARTMENT
HEAD OF ADULT EDUCATION

Required at Star Works, Darnall, within the Eastern Adult Education Division of the Authority to be responsible for the development of education programmes in this multi-racial community with considerable project, and in other sub-centres in Burnell, a multi-cultural working class community in the east end of Sheffield. The post involves some teaching of adults in an area of social and practical priority; organising a wide area programme; providing leadership and support within a team of workers and with part-time tutors.

Applications should be made on the appropriate forms to the Director of Education, Leopold Street, Sheffield S1 1RT, to whom completed forms should be returned by Friday, 19th April. (37811) 220000

Youth and Community Service

BIRMINGHAM
BIRMINGHAM ASSOCIATION OF YOUTH CLUBS

In conjunction with N.A.Y.C. and the Sports Council (West Midlands)

Seek to appoint a **DEVELOPMENT OFFICER**

This is a fixed term post for the period 1985 to 31st August 1987 based at the B.A.Y.C. Residential Centre, Uffculme House (near Redditch, Worcs.). The person appointed will be responsible for developing opportunities for young people in Sport and Recreation in the West Midlands.

Salary JNC 4. Points 1 - 5.

Further information from: Jim Richardson, B.A.Y.C., 23 Spring Road, Edgbaston, Birmingham B15 2HJ. Tel: 021-440 4758.

Closing date for application 3rd April 1985. (37827) 440000

DERBYSHIRE
COUNTY COUNCIL

EDUCATION YOUTH AND COMMUNITY SERVICE

Chesterfield District

FULL-TIME WORKER WITH GIRLS AND WOMEN

Required to co-ordinate, support and develop a programme of informal and non-traditional work with girls and young women. Experience of women's issues and working with young women necessary.

JNC for Youth Workers and Community Centre Wardens/Community Service. Salary JNC 3, point 1.

Closing date: 19th April 1985. Interviews 30th April 1985.

Application forms and further details from the Area Education Officer, Newbold Rd., Chesterfield S41 7QT.

Derbyshire County Council is an equal opportunity employer. 440000 (37732)

LONDON
ASSISTANT YOUTH CLUB ORGANISER
ST ANDREW'S CLUB
Westminster

St Andrew's Club invite applications for an Assistant Youth Worker post. The successful applicant will join a team consisting of a Senior Youth Worker, Assistant Youth Worker, part-time sessional youth workers plus a full time secretary. St Andrew's Club is a mixed youth club and is now operating 7 days per week. Evening activities include a Youth Parliament, it has a membership of approximately 400 boys and girls between the ages of 11 and 21 and there is an 'old Members' section.

The Club is seeking a person with imagination and organisational ability to help maintain the Club's highest standards. Youth work experience is very important and a driving licence will be an asset.

JNC Scales (including Inner London Allowance).

Scale 1 (Trainee) £6,855 - £7,704 pa

Scale 1 (Qualified) £7,395 - £8,241 will apply.

St Andrew's is predominantly a sporting activities club with scope for full development of arts and crafts activity.

St Andrew's is also a 'social' club and occupies a unique position in the heart of the community it serves.

Further information, job description and application form (to be returned by 19th April 1985) can be obtained from the Chairman, St Andrew's Club, 19 Old Pye Street, Westminster, London SW1P 2DG. Tel: 01-222 4600 (35135) 440000

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION

SCALE JNC 3 Points 1 - 5
MEALS ORGANISER - 2 POSTS
CONTINUING EDUCATION
AREA 8

Applications are invited for the following two full-time and permanent posts which are available from 1st April, 1985. Applicants must be qualified and experienced in community education and/or youth work.

The persons appointed will work as members of a team of workers in Community Education and other agencies in the Alwoodwood area.

1. WARDEN-MEANWOOD COMMUNITY CENTRE
Meinbank Avenue, Leeds 7

The person appointed will co-ordinate and support activities within the Centre and, in association with the voluntary Management Committee, encourage community use of and community involvement in the Centre.

Salary JNC 4 Points 1 - 5.

2. COMMUNITY AND YOUTH WORKER - SW
Meanwood Area

The worker will encourage a programme of activities for adults and young people living on the Meanwood estate, with particular attention being paid to improving access to existing educational services in the area. An interest in community development within an area experiencing high unemployment is essential.

Salary: JNC 3 Points 1 - 5.

Further details and application forms with the Director of Education (PE/CM/581), Further Education Division, Merrion House, 110 Merrion Centre, Leeds LS2 8DT to whom completed applications should be returned by 15th April 1985.

LEEDS IS AN EQUAL OPPORTUNITIES EMPLOYER. (37198) 440000

SUSSEX
RECRUITED FROM JUNE
PARISH YOUTH WORKER

We are looking for a committed Christian, preferably an Anglican communicant, to work as part of a Team Ministry in Crawley Parish. Job description, terms of application. Stipend £5,945 plus, and accommodation and expenses.

Applications to Rev'd. Michael Goode, The Rectory, High Street, Crawley, Sussex RH10 1BQ. Tel: 0293 29593. (31741) 440000

WESTMINSTER
ENDEAVOUR FOR LIAISON AND DEVELOPMENT

CO-ORDINATOR

Applications are invited from suitably qualified and experienced persons for the post of Co-ordinator at WELD. WELD is a community organisation serving a multicultural community and has a variety of projects concerned with child and adult education, community service and the arts. The person appointed should be experienced in the administration and management of community programmes and have good leadership skills.

Salary £8,724.

Further particulars: The Chairman, WELD, New Trinity, Wilson Road, Handsworth, Birmingham 19 1LU. (37874) 440000

Overseas Appointments

ABU DHABI
MIDDLE AND SECONDARY SCHOOL TEACHERS OF ENGLISH AND FRENCH

Required immediately or for September 1985 female teachers of English and French. Both subjects to be taught to G.C.E. 'A' level. Candidates should have B.Ed Degree and 4 years experience in middle and secondary schools. Single person preferred. Benefits include accommodation and 3 free ticket home per year.

Letters of application should be accompanied by c.v. and 2 references and copies of certificates.

All replies to: Mr. I. Al Abed, C/O Morris Interna-tional, 6 Leopold Street, London EW1. (37394) 450000

ilea Inner London Education Authority

Deputy Principal Youth Officer

Salary range: £17,070-£18,830

plus £1,419 London Weighting Allowance

Following the retirement of John Townsend, the Authority wishes to appoint a suitably qualified person with relevant administrative and management experience in the Youth Service at a high level.

The ILEA Youth Service is the largest and most comprehensive in the country with a team of 70 Youth Officers, 600 full time Youth Workers, 70 Head of Centre and numerous part time Youth Workers and Tutors working in a rich variety of settings with and for young people in the age range 8-21.

The person appointed will be directly responsible to the Principal Youth Officer and will have particular responsibilities in the areas of staff management and administration together with the oversight of special projects and developments and all equal opportunity matters.

The Deputy Principal Youth Officer is based at County Hall.

Further information may be obtained from Mike Stevens, Principal Youth Officer on (01) 633 8031.

Application forms together with Job Description may be obtained from the Education Officer (EC/Estab 1B) Room 366 The County Hall London SE1 7PB. Please enclose S.A.E. Closing date for return of applications is 29 April 1985 Suitable for job share

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (37739)

SHEFFIELD
AGAINST RATE CAPPING FOR THE RIGHT REASONS

ASSISTANT EDUCATION OFFICER

PO 2 £15,042–£16,065

Applications are invited from women and men with successful experience of youth and community work for the new post which has been established following a review of the Youth and Community Service. Will be accountable for the development and implementation of policy and the management of the Youth and Community Service, and be critical be the principal youth officer. We are looking for someone to lead the statutory service and an expanded team of eleven youth and community officers, who also have a strong youth work experience is very important and a driving licence will be an asset.

Youth work experience is very important and a driving licence will be an asset.

JNC Scales (including Inner London Allowance).

Scale 1 (Trainee) £6,855 - £7,704 pa

Scale 1 (Qualified) £7,395 - £8,241 will apply.

St Andrew's is predominantly a sporting activities club with scope for full development of arts and crafts activity.

St Andrew's is also a 'social' club and occupies a unique position in the heart of the community it serves.

Further information, job description and application form (to be returned by 19th April 1985) can be obtained from the Chairman, St Andrew's Club, 19 Old Pye Street, Westminster, London SW1P 2DG. Tel: 01-222 4600 (35135) 440000

DERBYSHIRE COLLEGE OF HIGHER EDUCATION

Applications are invited for the post of

TEMPORARY LECTURER GRADE II/SENIOR LECTURER

in

EDUCATIONAL COMPUTING

The post is a temporary appointment of one year's duration from 1st September 1985 to 31st August 1986.

The successful applicant will be required to contribute to the teaching of Educational Computing and its use in the cognitive development of school children.

Salary Scales:

Lecturer Grade II - £7,548–£12,099

Senior Lecturer £11,175–£13,128

Application forms and further particulars from the Academic Officer, Derbyshire College of Higher Education, Kedleston Road, Derby DE3 1GB to whom completed forms should be returned by Friday, 19th April. (37734)

City of Sheffield
An Equal Opportunity Employer

YOUTH OFFICER – 3 POSTS

AREA DEVELOPMENT

Soulbury HT 7: £13,686–£14,979

Applications are invited from women and men with successful experience in youth and community work for three new posts which have been established following a review of the Youth and Community Service. Will each be responsible for (i) the recruitment and deployment of LEA Youth Service provision in one of seven areas in the City, (ii) liaison, development of LEA Youth Service provision in one of seven areas in the City, (iii) liaison with and advice to voluntary youth organisations and community groups working with and for young people in the area, (iv) the promotion and support of development work, and (v) individual projects or schemes. There is a strong advisory component to the work. The second review of the Youth Service looks to be further development of informal participative approach to management and to the development and implementation of participative approach to management and to the development and implementation of policy. The successful candidates will have key roles to play in this, particularly in the establishment of participative community based consultative structures. We would welcome applications from people with a commitment to the further development of anti-racist/anti-sexist youth service. At the present time there is a particular concern with unemployment, racism, sexism and political education and areas of concern with unemployment, racism, sexism and political education and areas of work representing these issues through interest provision. Successful experience of one or more of the following is essential: provision for girls and young women, work with Asian or Afro-Caribbean young people, and detached youth and community work.

The following details apply to both the above posts:-

Conditions of service are as for APT and C staff. Applications from women and black people will be particularly welcomed although all applications will be considered. Informal discussions with those who would like to discuss the work informally should telephone Christopher Farmer on 0742-33941, ext. 526.

APPLICATION FORMS AND FURTHER DETAILS FROM THE EDUCATION OFFICER, FIRST SCHOOL, EDUCATION DEPARTMENT, LEOPOLD STREET, SHEFFIELD S1 2JA TO WHOM APPLICATIONS SHOULD BE RETURNED BY 19TH APRIL. (37744)

ASSISTANT DIRECTOR – YOUTH AND COMMUNITY

Ref No: CML/COM/1500/CO

Salary Grade: PO (N) £16,042–£16,685.

The holder of this key post in the newly formed Community Leisure Department will be responsible to the Director for the management of all aspects of the County's Youth and Community Service.

Applicants should preferably possess a degree of professional qualification which is appropriate to the post and should ideally have experience at a senior level in the management of local authority youth and community services. Candidates must be able to display a commitment to developing youth and community services to respond to a wide range of social needs within the context of a multi-disciplinary approach.

Interviews will be held on 25th and 26th April 1985.

Full details and application form, returnable by first post on 19th April 1985, from Director of Personnel, PO Box 270, Avon House, The Haymarket, Bristol BS99 7HF, or telephone Derek Hillier, Principal Personnel Officer on (0272) 290777, ext. 6242. Answers (0272) 290565 after office hours.

Avon is an equal opportunities employer.

Please quote ref no.

Community Leisure Department (37740)

Avon COUNTY COUNCIL

DUBAI ALUMINIUM COMPANY LTD.

TEACHER

PHYSICS AND MATHEMATICS

Salary £16,000–£20,000 tax free

Applications are invited from male teachers aged 25–35 who are physics graduates and professionally qualified to teach. Instruction will be to U.A.E. nationals who are being prepared for the B.T.E.C. Diploma, Level 1 and G.C.E. 'O' Level mathematics and physics examinations. Previous and relevant teaching experience is essential and overseas experience would be an advantage.

The successful candidate will join the staff of the Company's Technical Training Centre, situated at the aluminium smelter and desalination complex in Dubai.

Dubai offers a stimulating and congenial environment for both work and leisure.

The post carries a tax free salary and a comprehensive remuneration package including free family accommodation and utilities, car allowance, health care, provident fund, assistance with children's education and paid leave passages each year.

Please write in the first instance to:

Ms Ena Williamson
Dubai Services Limited
100 Brompton Road
London SW3 1ER

SURREY EDUCATION COMMITTEE

GUILDFORD COUNTY COLLEGE OF TECHNOLOGY

Stoke Park, Guildford, Surrey, GU1 1EZ

Vacancies for 1st September 1985:

DEPARTMENT OF HOTEL & CATERING STUDIES

Lecturer II in Travel & Tourism

Person required with suitable qualifications and retail travel experience to manage Certificate to Travel Studies Course, and to teach appropriate subjects on City & Guilds and BTEC Courses. Post offers considerable opportunities for innovation and development. (Ref: HCS/TT2).

Lecturer I in Business Studies

Opportunity to join a committed team of Lecturers on BTEC Courses, to teach financial and economic aspects of business with a bias towards the hotel, catering and tourism industries. Applicants should be suitably qualified with appropriate business experience. (Ref: HCS/BS1).

Temporary Full-time Lecturer I in Retail Distribution

(1 year appointment from 1.9.85 to 31.8.86)

This post is largely concerned with the management of and teaching on the Youth Training Scheme, for which this College provides off-job training for large companies such as Boots Chemists Limited, J. Sainsbury Limited and Marks and Spencer PLC. Applicants should have retail trade experience and be appropriately qualified. (Ref: HCS/RT1).

Salary scale: Lecturer II £7,548–£12,099
Lecturer I £5,910–£10,512
(plus £258 Fringe Area Allowance)
(Salaries under review from 1st April 1985).

Generous relocation expenses available in accordance with County Council's scheme.

Application form and further details from Principal (S.A.E. requested – quote post reference).

Closing date (for all posts): Friday, 3rd May 1985. (37747)

OVERSEAS POSTS
continued

BAHAMAS
NASSAU
ST. ANDREW'S SCHOOL
A co-educational independent school. Head for Spanish for the Upper School for September 1985. Applicants must have a degree, professional training, six years teaching experience preferably with two as Head of Department. Ability to teach French also desirable. Salary $B15,700.00 to $17,500.00 plus $B9900.00 responsibility plus 5% annual increment. Application forms are available on a stamped addressed foolscap envelope in exchange to Mr A.J.N. Jenner, Dachri, Garnett Bridge, Kendal, Cumbria LA8 9AZ, England. (37184) 460000

CALIFORNIA
TEACH IN CALIFORNIA
EXPERIENCED A LEVEL ENGLISH AND DRAMA TEACHER
Required for 11 - 13 year-olds at high quality private school in Berkeley, CA.
Supplementary duties as Administrative Secretary. Full time. Visa to be added to constitute a full time position.
Minimum 5 years teaching experience required.
Please write, stating Spring September 1985, contract for one year, renewable for up to three years, salary being at 15,000 Dirs rising to 18,000 Dirs. No federal taxes. Roundtrip air ticket provided together with immediate visa for maximum of three years via US State Department accredited programme.
Send resumes and C.V.'s to O. Fernandis, 1252 Euclid Ave. Berkley CA 94708. (37142) 460000

CHRISTIAN TEACHERS
especially of B.Sc. Maths, Science and English required for SECONDARY SCHOOLS in Africa. Volunteer terms - two year contracts. Airfares, preparation course, insurance and overseas allowance provided. VOLUNTARY MOVEMENT, Shenley Lane, London Colney, Herts. AL2 1AG (s.a.e. appreciated). (42815) 460000

INLINGUA
Qualified/experienced EFL teachers required (21 - 40) for vacancies in SINGAPORE a.s.a.p. after Easter. MIN. requirements: Upper level Degree and RSA Prep.Cert. in TEFL or equiv. Posts also in GERMANY. German degree an advantage and knowledge of business essential for one position.
Send C.V., stating country, to: Inlingua Teacher Service, 10 Ratton Park Road, Birmingham B16 8JJ. (37197) 460000

MEXICO
THE ANGLO MEXICAN INSTITUTE
Requires for September Int. 1985 several experienced EFL teachers for its branches in Mexico City, Monterrey and Guadalajara and two teacher-trainers for Mexico City.
Applicants should have at least three years' relevant experience of EFL at all levels, and a formal qualification in the field.
Contracts are for two years, and net salaries are in the range 1,400,000 - 1,650,000 pesos annually (£1 = approx. 400,000 pesos) and benefits include medical and pension scheme resettlement allowances, return airfare every two years.
Applicants with C.V. names of two referees and recent photo to: IAM, 45 Pen Road, Chesterton, Cambridge CB4 1TX, by 26th April 1985. (37575) 460000

ITALY
SIR JAMES HENDERSON - BRITISH SCHOOL
Milan

Boys P.E. TEACHER for age range 9 - 18 from September 1985. Qualified candidates should be male British subjects with right of abode in U.K.

Salary range 19.9-21.3 million lire per annum gross. Fares paid. End of tour gratuity.

Please apply with cv to Mr F.J. Smith, Gabbitas-Thring, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161. (37823) 460000

JAPAN
Established International School teaching British curriculum requires Nursery and Infant Teachers for September 1985. Commencing salary from ¥7,740,400. Accommodation provided. Fares paid. Two year contract.
Please apply with CV to Mr F.J. Smith, Gabbitas-Thring, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161. (37824) 460000

KENYA
GREENACRES BOARDING SCHOOL
Nairobi
Invite well qualified teachers to apply for the following positions for their September term.

Senior School:
Teacher of Home Economics up to 'O' level.
Teacher of Physics to 'O' level and lower school General Science.
Junior Department:
Infants teacher.
Upper Junior teacher.
All applications should be addressed to the Headmaster, Greenacres School, P.O. Box 46918, Nairobi, Kenya and include a c.v., the names of two referees, photograph and extra curricular interests eg. sports, Brownies, Guides etc. (37943) 460000

MADRID
KENSINGTON SCHOOL
Madrid
Invites applications from suitably qualified and experienced teachers interested in the following posts for the year beginning September 1985.
1) Nursery Teacher - knowledge of Spanish essential.
2) Infant Teacher - knowledge of Spanish an asset.
3) Junior Teacher - general subjects plus music.
4) Junior Teacher - general subjects plus science/Maths.
5) Gym and games specialist.
Applicants to send full C.V. plus photograph to Head Kensington School, Av. de Bulrago, Fonsalo de Alarcon, Madrid/Spain. Interviews to be held London late April. (38052) 460000

MALAWI
ST ANDREW'S SECONDARY SCHOOL,
Blantyre, Malawi
Applications are invited for the following posts:
1) DEPUTY HEADMASTER (September 1985)
2) HEAD OF ENGLISH (January 1986)
3) HOUSEMASTER - BOYS' & BOARDING (January 1986)
Ability to teach some Chemistry or Maths an advantage.
4) ASSISTANT CHEMISTRY TEACHER (September 1985)
St Andrews is a co-education, IB (International school (boarding/day) following courses to G.S.E. 'O' and 'A' level.
All posts include accommodation full return air passage, 3 year contracts with generous 35 percent tax free gratuity and end of contract leave pay. Malawi is a stable, friendly and beautiful country with a comfortable climate and good opportunities for recreational and cultural pursuits.
Applications, including full C.V., telephone number and details of two referees should be forwarded to the Secretary, Desmond Scholefield Trust, P.O. Box 5569, Limbe, Malawi. Closing date 24th April 1985. (37986) 460000

SPAIN
Male TEACHERS of ENGLISH required for January to end June 1985. Minimum age 25. Experience and qualifications necessary. Apply in writing to: Sr. Director, Academia Britanica, Calle Mallorca 329, Barcelona 37. Spain. (37988) 460000

SPAIN
THE ENGLISH MONTESSORI SCHOOL OF GENEVA
Owing to expansion, the School requires teachers for the KINDERGARTEN/PRIMARY/LOWER SECONDARY ranges.
DUTIES. To teach an English-style curriculum to pupils of a mainly non-English background. Applicants should be prepared to work in an international, child-oriented environment.
QUALIFICATIONS required include qualifications for appropriate levels with at least one year's teaching experience. Preference in the Primary range will be given to those with special interest in Music/Science/Art/Craft.
CONTRACT. 2 years commencing September 1985 - renewable.
Letters of application, plus curriculum vitae to: Headmaster, The English Montessori School, Edmund Vela, 10, Arravan, 28023, Madrid, Spain. (37990) 460000

SWITZERLAND
THE INTERNATIONAL SCHOOL OF GENEVA
requires experienced BIOLOGY teacher for classes to International Baccalaureate (University entrance) level. Extra-curricular interests an advantage. Two-year contract, commencing September 1985. Salary negotiable on account.
Send full CV without delay to The Assistant Director General, International School of Geneva, 62 route de Chêne, 1208 Geneva, Switzerland. (37743) 460000

SUMMER TEACHING JOBS IN AMERICA
Work and travel in America this summer. Camps, etc. June to end August.
Sae all under Holidays and Accommodation. (42786) 460000

MINISTRY OF DEFENCE
Service Children's Education Authority
Vacancies for September 1985
WEST GERMANY

Applications are invited for the following posts which will be vacant for September 1985. Teachers must be fully qualified and have completed at least two years relevant experience in the UK.

S1. History – Head of Department – Scale 3
Prince Rupert School, Rinteln, W. Germany
An appropriately qualified and experienced teacher of History is required to lead an energetic department. The successful candidate will be expected to teach to GCE 'A' level. Enthusiasm for and experience of the Schools Council History Project is essential as is a willingness to make a significant contribution to the First Year Integrated Studies Course.

S2. English – Head of Department – Scale 3
St George's School, Hong Kong
Graduate required to lead a department of five and to teach to GCE 'A' level. The school also offers courses leading to CSE (Southern Region) GCE 'O' London and contributes to the literary element of City and Guilds Foundation courses. There is a strong interest in creative literature, particularly poetry and the school is involved in speech and drama festivals. All teachers are expected to be associated with the House system and to contribute to the extra-curricular programme.

S3. Computer Studies – Scale 1
Kent School, Hostert, W Germany
A teacher of Computer Studies to 'O' level, preferably capable of teaching the subject to 'A' level, is required to assist the HOD in a rapidly growing area of the curriculum. It is hoped that the successful applicant will participate in staff development in the area of Computer Assisted Learning.

S4. Religious Education – Scale 1
Gloucester School, Hohne
An enthusiastic Religious Education specialist is required to work throughout the school.
In the first two years RE is studied within an integrated Humanities course. It emerges as a separate subject in year three and is offered to CSE and 'O' level in years four and five.
The appointee will, under the leadership of the Head of Humanities, teach the subject at all levels and play a key part in the organisation and development of RE in the school. Experience of teaching RE to examination level is an essential requirement. In addition to specialist subject teaching the timetable will require a significant amount of Integrated Humanities (Social Studies) in the Lower School.

S5. Music – Head of Department – Scale 2
Havel School, Berlin
A teacher with appropriate experience and background is required to take full responsibility for Music throughout this 8 to 17 year Secondary and Middle School. Music is taught to all pupils from Years J3 to S3, and it is hoped that it must also be offered as an Option in the Upper School. The person appointed will inherit a flourishing Music Department, which is popular with pupils and encourages children to make music; this philosophy should be continued and extended. A first class all round musician is required, preferably an instrumentalist who also has high keyboard skills. There is a requirement to continue the Royal Schools of Music Theory and Practical instruction leading to examinations, and also develop choral work throughout the school. A firm commitment to extra-curricular activities and a strong contribution to the school's production is expected, as is the development of Musical activities as part of Assemblies. The ability to offer a second teaching subject would be an advantage.

Conditions of Service
Salary is in accordance with the current Burnham scales plus a London allowance of £1,038 p.a.
Superannuation – normal rights are safeguarded.
Foreign Service Allowance – a tax free allowance is payable.
Accommodation – is provided rent free.
Duration of Engagement – Initial engagements is for three years. Teachers do not serve in Service Children's Schools abroad after the age of 50 and therefore applicants should be under 47 years of age at the commencement of the engagement.
All applicants should be resident in the United Kingdom.
The closing date for receipt of applications for guaranteed consideration is Friday 19th April, 1985.
Interviews will be held in London during the early part of May 1985.
Requests for application forms should be made on a postcard quoting the appropriate reference to:
Service Children's Education
Authority MOD/5/59
Teachers Appointments Section
HQ DAEd Court Road, Eltham,
London SE9 6NR.

The Civil Service is an equal opportunity employer. (14169)

SCEA

OVERSEAS POSTS
continued

SUDAN
KHARTOUM INTERNATIONAL PRIMARY SCHOOL
Sudan

A private English-medium school providing education from pre-nursery level to lower secondary based on the British educational system.
Pupils are children of multi-national backgrounds.

Teachers are required from August 1985 for the following posts:
Lower Junior, Upper Junior, Music plus Primary Science and Lower Secondary, Science.

CANDIDATES must be qualified, with at least one year's experience. They should be of British or Commonwealth origin, with English as mother tongue. Spouses or females may apply, but the present staff are female. Teaching qualifications without children will also be considered.

SALARY AND CONDITIONS. Contract for two years with salary on local scale, plus sterling allowance, end gratuity. Free mid-continental accommodation and utilities. Free medical care and insurance, subsidised local transport. Annual return fare paid.

For further details and an application form please contact Miss Carol Ayad, Gabbitas-Thring Services Ltd, Bruton House, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161. (37941)

Administration
Local Education Authority

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
Hillcrest, Wakefield
PRINCIPAL EDUCATION CATERING OFFICER POE
SCALE 4 £18,048
Required for this key post, which carries responsibility for the provision of some 30,000 meals per day in nearly 300 schools. Further details available.
Requests for application forms (accompanied by a s.a.e.) should be addressed to the Chief Executive (Personnel Section), Town Hall, Wakefield, to be returned by 19th April 1985. (37804) 480000

HEREFORD AND WORCESTER COUNTY COUNCIL
CAREERS SERVICE

Part-time Careers Officer in Bromsgrove District (12 hours per week) based at St. Chad's Youth and Community Centre, Urban Aid Project in Rubery.

Applications are invited from qualified careers officers for the above part-time post.

The salary is a proportion on the scale £6,555 - £9,114 per annum.

Further details and application form from County Careers Centre, County Buildings (2nd floor), St. Nicholas Street, Worcester WR1 2TW. Tel: Worcester 353566, Ext. 3498.

Closing date: 19 April 1985. (38132) 480000

NORTHUMBERLAND
ADVISORY TEACHER FOR SPECIAL EDUCATIONAL NEEDS
Are our main advertisement in SPECIAL EDUCATION. Scale 4. (30597) 480000

SOUTH TYNESIDE
BOROUGH OF SOUTH TYNESIDE
EDUCATION DEPARTMENT
SOUTH TYNESIDE COLLEGE HEGISTRAR
(NO) - £9,477 - £10,107 p.a.)
Applications are invited for the above post due to the retirement of the present incumbent. The Group 3 College with 12,000 enrolments was formed on 1st September 1984 by the amalgamation of Hebburn Technical and South Shields Marine and Technical College, the premises of both continuing in use. It has strong links with the shipping and local industries and commerce.
The Registrar has charge of students' records and interviews, ing enrolments, registers, examinations and records. He/she is responsible for the maintenance of courses schedules, assessment fees, the preparation of statistics and the Prospectus. He/She is in charge of the College's clerical function and is Clerk to the Academic Board and 5 committees.
The successful candidate is likely to have had considerable experience in some form of education administration at appropriate level. A DMA or other relevant qualification would be an advantage.
Application forms and job description are available from the Chief Personnel and Management Services Officer, Westoe Hall, Westoe Village, South Shields NE33 3RU, South Shields 554965) and should be returned by NOON on 19th April 1985.
THE BOROUGH OF SOUTH TYNESIDE IS AN EQUAL OPPORTUNITIES EMPLOYER. (37880) 480000

LONDON
Inner London Education Authority
LEARNING RESOURCES BRANCH
Centre for Learning Resources
Sth Kennington Lane, SE11
HEAD OF COSTUME LOAN SERVICE
Salary Range £7,836 - £9,906 plus £1,119 London Weighting Allowance
The Head of the Costume Loan Service will be responsible for administering a collection of some 4,000 costumes which are available on loan to ILEA establishments and groups. A background in, and knowledge of, historical and contemporary costume is required as well as the appropriate management skills and an informal interest in the use of costume as an educational resource.
Application forms may be obtained from EO/Estab., 1B, room 366, The County Hall, London SE1 7PB (please enclose S.A.E.). Completed application forms to be returned by 8 May 1985.
This job is suitable for job-sharers.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (37392) 480000

Administration General

LONDON
THE COLLEGE OF SPEECH THERAPISTS
6 Lechmere Road, London NW2 5BU
ACADEMIC & REGISTRATION OFFICER
Required immediately by the College of Speech Therapists the professional body of Speech Therapy. This post carries administrative responsibility for all aspects of the undergraduate, postgraduate and post experience education of speech therapists. Starting salary £9,500 per annum inclusive of outer London weighting.
Please telephone Mrs. Fishman on 01-459 8521 for further details of the post.
Closing date for completed application will be 19th April 1985. (37395) 500000

NATIONAL COUNCIL OF YMCA'S
DEPARTMENT OF PERSONNEL & TRAINING
YMCA NATIONAL COLLEGE

TUTOR/ORGANISER FOR IN-SERVICE TRAINING

The main responsibility will be to operate and develop the CETYCYA endorsed Staff Development Programme to meet the needs of YMCA professional staff (approx. 300 men and women throughout the U.K.).

This key post calls for a practising Christian with substantial practical experience in Youth & Community work or related fields, knowledge/experience of training also relevant professional qualifications. Interest in use of Distance Learning techniques in training essential.

Post is college-based and candidate must be ready - reside within reasonable travelling distance. Travelling throughout U.K. involved - car provided.

This is an opportunity to join the staff of a voluntary college involved in a range of professional training with close links with the field.

Salary: £10,782 - £13,323 plus London Allowance £678 entry point negotiable.

Closing date for applications: 7th May, 1985.
Commencing date: 1st October, 1985.

Further details from: Registrar, YMCA National College, 640 Forest Road, London E17 3EF. Tel: 01-520 5599, Ext. 56. (37572) 500000

Child Care

DEVON
D.E.S. approved independent boys' boarding school, S. Devon, requires qualified residential child care worker, to work with 45 ESN/Maladjusted 8 - 16. Pay negotiable based on experience and qualifications.
Written applications, please, with C.V. and names of two referees to Mr. R. Lane, The Rockslands School, Chudleigh, Devon TQ13 0SE. (25153) 540000

JUMEIRAH ENGLISH SPEAKING SCHOOL
Dubai, United Arab Emirates
Required from September, 1985
MUSIC TEACHER
(Full-time)

A music teacher is required from September 1985 to run the music department of this primary school which has a roll of 500+ children between the ages of 4½ and 11 years. The school is purpose-built, as is the music department which consists of one large room and three smaller practice rooms.
The complete organisation of this area of the curriculum, its timetabling, content and the organisation of instrumental tuition are the responsibility of the music specialist. Annual concerts and school plays are a feature of the work. A well-experienced, committed music teacher who is a competent pianist and can teach recorder is sought for this demanding but rewarding post.

Conditions of Service
Salaries are tax-free; an overseas allowance, medical insurance and end of contract gratuity are offered. Rent free, furnished single unit accommodation, including free water and electricity, is provided.
Two-year contracts are offered, renewable annually thereafter. An annual return air-passage to UK and initial unaccompanied baggage allowance of 40kgs is provided.
Only single, male or female UK-trained and qualified primary teachers should apply. Interviews will be held in London.
Please apply immediately in your own handwriting, with a full curriculum vitae. Please include a recent photograph and the names of two referees, Mrs. R. Lane, The Headmistress, Jumeirah English Speaking School, PO Box 4942, Dubai, United Arab Emirates. (2506)

Teachers/ Technical Specialists
They're asking for you from Kumasi to Katmandu.

Voluntary Service Overseas is looking for teacher-trainers to work in posts ranging from in-service primary and middle schools in Nepal and Egypt to pre-service teachers colleges in Tanzania. Other posts are available for teachers of English, modern languages, maths, science, vocational subjects (commerce, secretarial skills, home economics, woodwork, metalwork, agricultural science), specialist teachers of the handicapped and teachers of ESP to work in schools and colleges throughout the third world.
VSO work – being carried out by some 1,000 volunteers at this moment – has a lasting effect in combatting world poverty and hunger.
And each VSO worker returns richly rewarded by the two-year experience.
Applicants should be aged between 20 and 65, without dependants and willing to accept no more than the 'local' rate of pay.
If you have the right qualities and expertise and you're free to go, please believe that you're needed urgently.
If you're unable to go, but would like to support our work, there are still two things you can do: send a donation; become a VSO member.
(For more information, please complete and return the coupon.)

VSO
VOLUNTARY SERVICE OVERSEAS
Why not?

VSO also needs...
Builders, Carpenters, Diesel & Agricultural mechanics, Electricians, Midwives, Nurses, Doctors, Community Health Workers, Pathology Laboratory Technicians, Small business and co-operative specialists, Foresters and Conservationists & others.
Teachers: Maths, Science & Technical, Home Economics, Teachers of the Deaf, Many more

I'm interested in volunteering, my qualifications or experience are
Please send details about VSO membership
I enclose a donation of £5 £10 £15 £
Access/Visa No
Name
Address
Post to/ Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW (Tel: 01-235 5191) Charity Registration No. 313757 (CVSO)

THE SOUTHPORT SCHOOL
Gold Coast
Queensland
Australia

Invites applications from appropriately qualified and experienced teachers for the position of

SENIOR MASTER

The Senior Master is responsible directly to the Head Master for the day-to-day running of the School and deputises for the Head Master when appropriate.
The successful applicant will be a practising Christian, have a sympathetic appreciation of the needs of a school affiliated with the Queensland Great Public Schools' Association, and must be able to take up duties from 1 January, 1986.
Information concerning the position and the School is available from The Head Master, The Southport School, Winchester Street, Southport, Gold Coast, Queensland 4215, Australia.
Applications will close on 17 May, 1985. (37933)

THE GIRL GUIDES ASSOCIATION INTERNATIONAL

A Resources Supervisor is required in the International Department to co-ordinate, up-date and initiate new resource material required to develop the International dimension in the Guiding Programme and to assist participation in International projects and events.
The ideal candidate will have reached a good educational standard with 'A' level English/Writing skills. A foreign language and knowledge of International travel would be useful. A knowledge of Guiding would be an advantage.
Hours 10.00 a.m to 4.00 p.m Monday to Friday. Age 20+.
Salary scale: £6,600–£8,575 (pro rata or 5 hours per day).
Apply in writing with full c.v. to:
Personnel Department
The Girl Guides Association
17–19 Buckingham Palace Road
London SW1W 0PT (37935)

EDUCATION DEPARTMENT
Teacher/Advisers

MATHEMATICS TEACHER/ ADVISER (BURNHAM SCALE 4)
Applications are invited for this newly-created post under the DES Education Support Grant Programme for September 1985 to July 1988. The teacher appointed will work on the continuous development of the Kent School Leavers' Numeracy Profile Scheme but with a special emphasis on the production of classroom resource materials. Advisory duties will initially include giving support to existing KSLNP trial schools, but this will be extended to all secondary schools by January 1986.

TEACHER/ADVISER IN GRAPHIC DESIGN (MATHEMATICS DEVELOPMENT)
Applications are invited for this newly-created Scale 3 (Burnham) post under the DES Education Support Grant Programme for September 1985 to July 1988. The teacher appointed to this post will join an established team of Mathematics advisers working on the Kent Mathematics project and the Kent School Leavers' Numeracy Profile. The teacher will be expected to advise generally on the design and layout of both teaching materials and test items in both projects; a substantial part of the work, however, will be concerned with pioneering the design of new teaching resources using new techniques of visual communication. This post demands imaginative and creative skill at a personal level.

PRIMARY TEACHER/ADVISER (MATHEMATICS)
Applications are invited for this permanent post of Mathematics Teacher/Advisor (Scale 4 Burnham) based at the Sevenoaks Mathematics Centre. The appointment will take effect from September 1985. Candidates should be able to demonstrate some experience of handling different Mathematics within the age range 5–11; a knowledge of recent developments in Mathematics education, and the ability to work effectively with primary school teachers, both in the classroom and on in-service Training Courses.
Further details may be obtained from: The County Education Officer (ref: T3), Education Department, Springfield, Maidstone, Kent ME14 2LJ (SAE please).
Applications should be made by letter accompanying a full curriculum vitae and should be returned by 26th April 1985. (13758)

KENT COUNTY COUNCIL

THE NATIONAL ASSOCIATION OF HEAD TEACHERS
Appointment of
ADMINISTRATIVE ASSISTANT
(EDUCATION SECTION)

Salary will be equivalent to that of points 24–30 on the APT & C Scale of the National Joint Council for Local Authorities (£7,524–£9,114). The starting point will be decided on the successful candidate's previous experience and present salary.
The post is that of a second Administrative Assistant in the Education Section which will, after the new appointment has been made, consist of a Senior Assistant Secretary, an Assistant Secretary, two Administrative Assistants and three Secretaries. The successful candidate will be expected to assist generally in the work of the Education Section as a whole and in the servicing of National Council's Education and Education Administration Committees; the Special Education Advisory Committee; the Secondary Advisory Committee; the Standing Committee on Headship Training and Selection; all working parties, as well as undertaking other responsibilities.
The closing date for applications will be Friday 26th April, 1985.
Application form and further particulars are available from The General Secretary, NAHT, Holly House, 6 Paddockhall Road, Haywards Heath, West Sussex RH16 1RG. Telephone Haywards Heath 453291/2. (13725)

CHILD CARE
continued

ROCKLEY POINT SAILING SCHOOL

HOUSEPARENTS

Required to look after youngsters (12 to 17) outside of sailing hours, April to September. Basic cooking and ability to enjoy dealing with youngsters in a holiday atmosphere essential. NON-SMOKER car driver. Full board and wages plus opportunity to sail and windsurf.

Apply Rockley Point Sailing School, Hamworthy, Poole, Dorset or phone Poole (0202) 677272. (57708) 540000

Educational Psychologists

SHEFFIELD
EDUCATION DEPARTMENT
TRAINEE EDUCATIONAL PSYCHOLOGIST
SEPT £8,454 - £10,143
Psychological Service
9 Newbould Lane, Sheffield 10

The post is a two year appointment commencing September 1985 and is designed to allow the successful applicant to undertake the two year M.Sc. in Educational Psychology at Sheffield University.

Applicants should possess an Honours Degree in Psychology, or equivalent, and have completed two years teaching experience by the end of the academic year. In addition, applicants must be acceptable to the University to undertake the training course.

Application forms and further particulars from Dr G. Lindsay, Senior Educational Psychologist (Training), Psychological Service, 9 Newbould Lane, Sheffield S10 3FT. Tel: 0742 684411 (24 hour answering service). Closing date: 19th April 1985. (13741)

Ancillary Services

GLOUCESTER
SELWYN SCHOOL
Matson House, Gloucester
Required in September:-
1. SENIOR ASSISTANT HOUSE MISTRESS/MATRON
Applicant should be over 25 and experienced in dealing with children.
2. JUNIOR ASSISTANT HOUSE MISTRESS
Both posts are residential during term time. Details of salary and job description can be obtained from the Headmistress. (37126) 640000

Miscellaneous

OXFORD
THE CENTRE FOR ENGLISH STUDIES
Bletchingdon Park, Nr. Oxford
The Centre requires a husband/wife team to act as Joint Wardens. A wide range of duties involving student care, maintenance and canteen supervision. Advantage if the wife is a qualified E.F.L. teacher.
Free flat in beautiful 18th century converted mansion.
Job description and conditions of service available on request.
C.V. and covering letter by *14th April to the Principal.* The Centre for English Studies, Bletchingdon Park, Oxford OX5 3DW. 660000 (25125)

SCOTLAND
THE GIRL GUIDES ASSOCIATION (Scotland)
SENIOR RESIDENT ASSISTANT
Required for Netherurd House, the Scottish Guiders' Training Centre, 25 miles from Edinburgh, to work closely with the Guider-in-Charge and deputise in her absence. A warm and outgoing personality with interest in people is needed, and ability to contribute while working in a team.
Previous experience in a residential centre helpful; knowledge of office routine, training and camping interests and car ownership desirable.
The successful applicant will be required to take over when the present Secretary retires at the end of 1985.
Further information about Netherurd and the appointment is available from the General Secretary, Scottish Guide Headquarters, 16 Coates Crescent, Edinburgh EH3 7AB, to whom applications with CV should be sent by 19th April 1985. (13742) 660000

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
ADULT CULTURAL EDUCATION SERVICE
Required from September 1985 or earlier:-
Teacher of Panjabi - Scale 2
Applications are invited from suitably qualified and experienced teachers to teach the language on a peripatetic basis in Secondary Schools.
Required from September:-
Teachers of English as a Second Language/Curriculum Development - Scale 1/2
Candidates must have good general teaching experience, both developing the English Language and supporting the general learning of bilingual pupils in Primary/Secondary Schools.
Application forms and further details are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. 660000 (39785)

SUMMER TEACHING JOBS IN AMERICA:

Work on American children's summer camps, mid-June to end August.

See ad under Holidays and Accommodation. 660000 (42784)

Outdoor Education

CAMBRIDGESHIRE
RYA INSTRUCTOR/SENIOR INSTRUCTOR
required by Kimbolton School Sailing Club.
April - November 1985
To be in charge of Dinghy Sailing instruction, based on RYA Scheme, with emphasis on seamanship, and some racing. Duties to include course planning, boat and equipment maintenance, ideally, able to assist with other activities, including canoeing and boardsailing. Minibus driving involved (must be 21 plus, with 'clean' car driving licence). Single accommodation available.
Further information from, and applications to: The Commodore, Kimbolton Sailing Club, George House, Kimbolton, Huntingdon, Cambs. PE18 0EA. 680000 (25126)

MANAGERS
SUMMER SCHOOLS

PGL, leaders in Adventure holidays for children, require managers from July 16 to August 24 for centres throughout the U.K. varying in size from 60 to 300 pupils.

The jobs involve man-management of from 20 to 60 plus staff, the organisation and administration of all aspects of the centre including catering, accommodation, activity programme and off-site facilities.

Useful experience would include working with youngsters, knowledge of sporting activities and man-management. Ideal age 25 to 35.

Full board and accommodation. Salary dependent on complexity of centre and experience.

Application form from Gill Hilton, PGL Young Adventure Ltd., 908 Station Street, Ramsgate, Kent CT12 5AH. Tel. (0843) 64211. (37803) 680000

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BEWERLEY PARK CENTRE FOR OUTDOOR EDUCATION
Bewerley
Two qualified teachers are required as Group Teachers at the above centre, for one term appointments (Autumn Term 1985), commencing on 23rd or 30th September as available. The successful candidates will have interest and ability in outdoor pursuit skills with emphasis on a particular specialism in one of the activities and a great regard for the educational values of residential experience in outdoor education. The post is non-smoking and single person accommodation is available. Board and lodgings are given in exchange for extraneous duties.
Salary: Burnham Scale 1.
Application forms and further particulars are available upon receipt of a sae (to be returned by 17 April 1985) from the County Education Officer, Room 135, County Hall, Northallerton DL7 8AD. 680000 (25128)

OUTDOOR PURSUITS AND OUTDOOR EDUCATION STAFF required at our Outdoor Pursuits Centre in Llanberis. Please apply to Mountain Ventures Ltd., Brecon House, 127 Groenhill Road, Liverpool L18 7HQ. Tel: 051-724 2732. (40972) 680000

Educational Psychologists

SHROPSHIRE
EDUCATION COMMITTEE
SHROPSHIRE OUTDOOR EDUCATION CENTRE
Arthog, Gwynedd

Instructor required at this Centre on a temporary basis from June to September. Applicants should be experienced in leading groups in Mountain and Canoeing activities.

Further details and application forms from the Warden, Enclose SAE. (37292) 680000

SUMMER TEACHING JOBS IN AMERICA:

Work on American children's summer camps, mid-June to end August.

See ad under Holidays and Accommodation. (42785) 660000

English as a Foreign Language

BERKSHIRE
Fully qualified, and energetic E.F.L. teachers are required for our Residential Summer Holiday Courses which run from July 7th to August 24th.
Further details and application form from Holiday Course Office, Padworth College, near Reading, Berks, RG7 4NR, enclosing LARGE s.a.e. (37384) 700000

KENT
EFL teacher required full-time at ARELS college, Deurse, BSA Dip TEFL, and experience essential. Good salary.
CV to: The Principal, Fitzroy College of English, Northdown House, Margate, Kent CT9 3TP. (37710) 700000

LONDON
EFL teacher wanted: conscientious, dynamic, outgoing and friendly EFL teachers required for first class English language school in S.E. London (mainly July and August - 35 hrs p/w).
Please phone for application form 858 4909. (37571) 700000

NOTTINGHAMSHIRE
COUNTY COUNCIL
EATON HALL INTERNATIONAL
PRELIMINARY CERTIFICATE IN TEFL
LICENTIATE DIPLOMA IN TESP/L (LTCL)
DIPLOMA IN TESP (DIP. TESP)

A combination of Distance learning followed by residential tuition for teachers or graduate leading to the qualification listed above. Distance no problem.

Write for details to: The Registrar, Ref. No. (TESP), Eaton Hall, International, Retford, Nottinghamshire DN22 0PR, or Tel: (07707) 708441. (38376) 760000.

NOTTINGHAMSHIRE
LECTURING OPPORTUNITIES
EATON HALL INTERNATIONAL
Retford, Notts. DN22 0PR
TEACHER TRAINING (TESP/L and TESP)
GRADE I £7,395 p.a.

Required for this temporary full time post in teaching English as a foreign language and for associated purposes. The appointee will also be required to contribute to EHI's teacher training programme of courses leading to the Trinity College London Certificate in TESOL, Certificate Diploma in TEFL (LTCC) and Diploma in TESP. Familiarity with these syllabuses as well as knowledge of current distance training techniques is desirable. Applicants should have appropriate qualifications, teaching experience in the UK and overseas as well as a proven record as a teacher trainer. Expertise in ESP and phonetics would be an asset.

For an application form and job specification write to the Director of Eaton Hall International. Please quote ref: 148. (37784) 700000

SENIOR E.F.L. TEACHER required to take responsibility for English for Special Purposes and Teacher Training. Please send CV and covering letter, with names and addresses of two referees, to: The Principal, The Centre for English Studies, Bletchingdon Park, Oxford OX5 3DW. Tel: (08692) 50351. (40457) 760000

SUMMER COURSE DIRECTORS

Do you have managerial or considerable organisational qualifications and experience, coupled with a good TEFL background? If so, you could direct a holiday language course for overseas students in Eastbourne during July 7 - 30, Aug. 4 - Aug. 19), Weymouth (July 27 - July 31) or Newbury (July 3 - Aug 31). You will be fully briefed, supported and a member of ARELS/FELCO.

TEACHERS

Experienced people with good TEFL qualifications required for residential and family-stay summer courses with adults and teenagers from late June until end August. Applications particularly welcome from anyone living in Oxford, Newbury, Weymouth, Eastbourne. Residential vacancies available at Easter and Christmas. Firm commitment to 1985 courses essential, as is extra-curricular activities and supervisory duties essential.

Must be available for interview in London, April or May.

For further details and application forms, contact: The Secretary, Resort Summer Schools, 7 Leicester Square, London W1P 9PA. Tel: 434 9602/3. (38965) 700000

T.E.F.L. TEACHERS required Part-time and full-time. Tel: 01-363 (37552) 700000

English as a Second Language

HOUNSLOW
Primary & Secondary Teachers required for Hounslow's Community Language Support Service.
These teachers are special appointments additional to our present teaching second language children in the Borough. Applicants should have teaching experience in Primary and Secondary schools and preferably a knowledge of a second language.
Call Christine Gaines, Language Support Service, Hounslow Education Office, Treaty Centre, High Street, Hounslow, Middx. Tel: 01-570 7728 ext 2934. 760000

LONDON
EFL teacher wanted: conscientious, dynamic, outgoing and friendly EFL teachers required for first class English language school in S.E. London (mainly July and August - 35 hrs p/w).
Please phone for application form 858 4909. (37571) 700000

Appointments Wanted

ITALIAN GIRL, 21 - classical guitar degree, wide musical knowledge, good English, German, multilingual experience, seeks permanent position as P.R. (pub. Medical, Social, Cultural, etc.) in London. (only) 071 100 Sapper) (only) 070 580118. (38184) 760000

21 ITALIAN GIRL graduate linguist School assistant, versatile, good English, German, seeks position/employment/temporary job as interpreter/assistant/secretary. Reading, Berks. Contact Miss Orlanda 07100 97100 ext. 4, Orlanda 07100 97100 ext. 4, Orlanda 07100 97100 ext. 4,